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ABSTRACT

This bibliography includes 333 annotated references and 178 references without annotations. The articles represent a wide variety of work, including theoretical papers, statements of opinions and policy (both political and pedagogical), and empirical studies. The central theme was organized into six topics, which were then used as major categories in the classification scheme. The six topics are: (1) factors affecting attitudes and motivation; (2) social factors which influence second language acquisition; (3) costs and benefits of second language acquisition; (4) immersion programs and bilingual schools; (5) general reviews; and (6) individual differences in second language acquisition and perseverance in the programs. (CFM)

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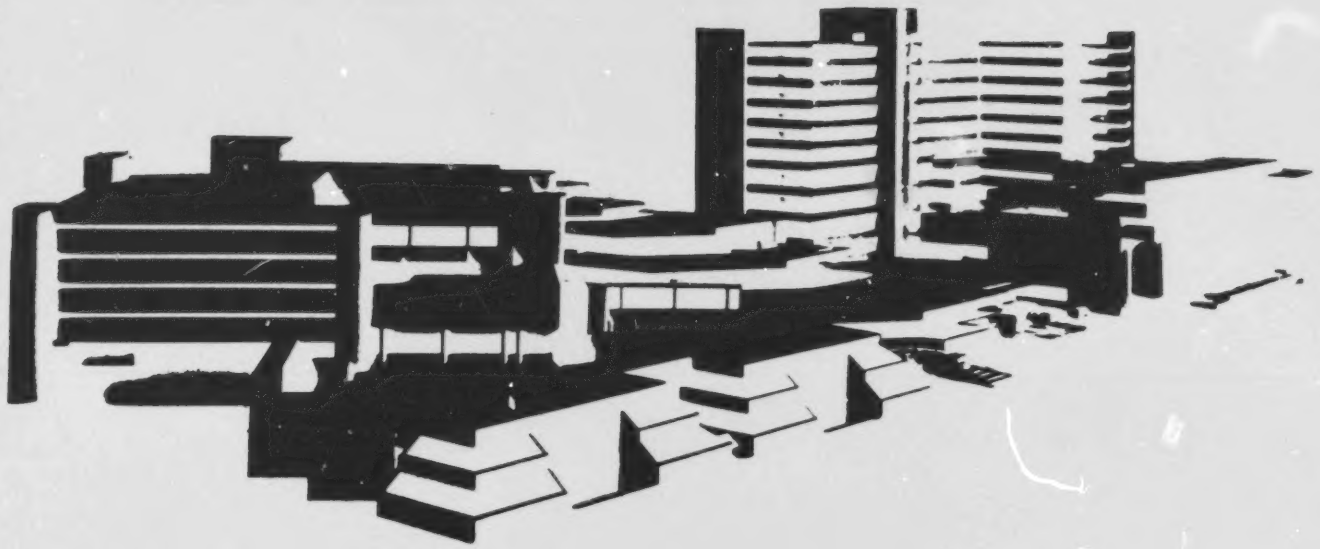

THE SOCIAL PSYCHOLOGY OF SECOND LANGUAGE ACQUISITION AND BILINGUALITY: AN ANNOTATED BIBLIOGRAPHY[1]

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DEPARTMENT OF PSYCHOLOGY

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INTRODUCTION

This bibliography was prepared in conjunction with an invited address by R.C. Gardner for a conference on the Individual, Language and Society organized by a consultative group formed under the auspices of the Canada Council. Initially, the scope of this document was intended to focus on the topic assigned "Social factors in language acquisition and bilinguality in Canada". As the literature search progressed, however, the scope was broadened to include more individual difference factors and the general area of bilingual schooling a total of 333 references are annotated, and 178 references are included without annotations, either because copies of the articles were not readily available within the time frame of the search or simply because they were too voluminous to be summarized satisfactorily. Where possible the original abstracts or summaries are included, however, where required, the first author prepared the annotations. Abstracts were also taken from Language and Language Behavior Abstracts, Psychological Abstracts and Sociological Abstracts. The articles included in this bibliography represent a considerable variety including theoretical papers, statements of opinions and policy (both political and pedagogical) as well as empirical studies. They are also of widely varying quality, though we have tried to avoid making value judgements in writing the abstracts and included the articles on the basis of their relevance to the central theme or their potential peripheral interest. This selection of references was not intended to be complete and exhaustive, and no doubt our readers will have to forgive us for any particular glaring omissions. We have tried to bring together as many references related to the major topic as was possible in a limited period of time. Our aim was to provide a source of references which might be useful both in encouraging future research and in describing the present state of

knowledge in this area.

For practical purposes, the central theme was organized into six topics which were then used as major categories in our classification scheme. Each category was, in turn, divided into sub-categories. These sub-categories were created on an a posteriori basis since they resulted in large part from the amount of literature that was available in each major category. The final classification scheme is as follows:

I FACTORS AFFECTING ATTITUDES AND MOTIVATION

1. Stereotypes
2. Inter-ethnic contact
3. Effects of the Course
4. Parents, peers, community, relevance of the course, entertainingness, need for communication, teacher characteristics.

II SOCIAL FACTORS WHICH INFLUENCE SECOND LANGUAGE ACQUISITION

1. General environmental characteristics, monolingual vs bilingual environment, political climate.
2. Formal vs informal contexts, street vs school learning, importance of physical activity.
3. Social class.
4. Diglossia.

III COSTS AND BENEFITS OF SECOND LANGUAGE ACQUISITION

1. Language development.
2. Intelligence and cognitive development.
3. Emotional adjustment
4. Scholastic achievement
5. Societal

6. Costs of programs

7. Personality and values

IV IMMERSION PROGRAMS AND BILINGUAL SCHOOLS

1. Canada

2. Others

V GENERAL REVIEWS

VI INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE ACQUISITION & PERSEVERANCE IN THE PROGRAMS.

1. Age

2. Sex

3. Personality variables

4. Language Aptitude

5. Attitudes and motivation

6. Anxiety

The references are listed alphabetically instead of by topic since it was impossible to avoid the overlapping of our six major categories. Furthermore, several references clearly do not fit the classification scheme, but they are included because they are potentially of interest. An index is provided at the end of the bibliography so that the reader can refer to the articles in relation to a particular sub-topic.

ANNOTATED REFERENCES

1. Abdulaziz Mkilifi, M.H. Triglossia and Swahili-English bilingualism in Tanzania. Language in Society, 1972, 1, 197-213.

The paper addresses itself to the study of the sociological Correlates of speech behaviour among speakers of English and Swahili in Tanzania. Factors influencing language maintenance, code-switching and code-mixing are discussed. Four main phases of language acquisition are considered: the pre-primary school phase, the primary school phase, the secondary school phase, and the post-secondary school phase. Three languages with both varying and overlapping roles interact, creating a triglossia situation: first the vernacular or mother-tongue of each particular ethno-cultural group; secondly Swahili, the local lingua franca and national language; thirdly English, the predominant language of higher learning and to a certain extent of official and commercial business. The paper also discusses the diglossia relationship between the vernacular and Swahili on the one hand and Swahili and English on the other. The developmental state of the languages is dealt with in terms of socially 'restricted' and 'elaborated' codes. Urban life tends to impose its own socio-cultural influences on the bilinguals. There is free shifting and mixing between Swahili and English interlocutors, topics and setting. Lastly the paper raises questions of the socio-logical and linguistic consequences of the multilingual situation. (Multilingualism, diglossia; code-switching; code-mixing; Swahili; English; national language problems). (Author Abstract)

2. Aellen, C., & Lambert, W.E. Ethnic identification and personality adjustments of Canadian adolescents of mixed English-French parentage Canadian Journal of Behavioral Science, 1969, 1, 69-86.

Groups of Canadian adolescent boys, some with mixed French-English parentage and others with a homogeneous background (either French or English) were compared on selected measures of ethnic and parental identification, personality characteristics, attitudes, and values. The measures were chosen (or developed specifically) to test two theoretical positions about the affects of inter-ethnic marriages: (a) that cultural mixture is harmful because of divided loyalties and unclear identifica-tions or (b) that a bicultural backgrounds is broadening and enriching. It was found that, in spite of dual ethnic loyalties, the mixed ethnic boys showed no signs of personality disturbance, anomie, or feeling of alienation relative to the comparison groups, and that they perceive their parents as relatively more attentive and interested in them as family members. However, they were no less ethnocentric or authoritarian, although their specific attitudes and values suggest a process of cultural fusion rather than a clear-cut preference for one or the other system of values. The pattern of results was clearer for the mixed ethnic boys attending French rather than English schools, revealing the importance of the peer group influence in the adjustments made. (Author Abstract)

3. Agheyisi, R., & Fishman, J. A. Language attitude studies: A brief survey of methodological approaches. Anthropological Linguistics, 1970, 12, 137-157.

It is possible to identify two major trends--mentalist and behaviorist--in the theoretical and methodological study of attitudes in the social sciences. The former treats attitude as a mediating concept while the latter operationally defines it as a probability concept, though in research practice per se both derive their attitude measures from response covariation. While there are varying views concerning the structure and components of attitudes, there is, however, a consensus that attitudes are learned, enduring, and positively related to overt behavior. Methodology in attitude studies include direct and indirect measures of all kinds, but language attitude studies have tended to make more use of questionnaires than that of other methods. The matched guise technique has been extensively used for studies relating to the social significance of language and language varieties. A special adaptation of this technique ("mirror image") proves promising for measuring consensual evaluations of language switching at the situational level. Situationally based self-report instruments such as those used by Greenfield and Fishman also promise to be very effective instruments for studies pertaining to normative views concerning the situational use of languages and language varieties. The committment measure has been found to be particularly suited for collecting data on behavioral tendencies. Data obtained through interviewing may be difficult to process and score, but the research interview can be particularly effective for attitude assessment, especially when used to complement the observational method. Finally, data collected through the observational method can be formally processed like data obtained via more formalized instruments if attempts are made to record the data in more operationalized and "public" form instead of only via the subjective approach most characteristic for such data thus far. (Language and Language Behavior Abstracts)

4. Aleamoni, L. M., & Spencer, R. E. An evaluation of the Pennsylvania Foreign Language Project. Modern Language Journal, 1969, 53, 421-428.

A critique of the Pennsylvania Project concerned with certain specific elements contained in two of the Final Reports (I & II): (1) statement of the problem, (2) review of the literature, (3) objectives of the study, (4) research design, (5) randomization and representiveness of samples and treatments, (6) variable used, (7) statistic employed, (8) interpretation of results. One would be extremely doubtful about the feasibility of using the results of this study to say anything about the comparative effectiveness of different teaching strategies or systems. In fact, any recommendations based on the results of this study would be highly suspect. (Language and Language Behavior Abstracts)

5. Anastasi, A., & Cordova, F. A. Some effects of bilingualism upon the intelligence test performance of Puerto-Ricans in New York City. Journal of Educational Psychology, 1953, 44, 1-19.

The Cattell Culture Free Intelligence Test, Forms 2A and 2B, was administered to 176 Puerto Rican children in grades six to eight of a parochial school in the Spanish Harlem area of New York City. One half of the group received the test instructions in English during the first testing session (Form A) and in Spanish during the second session (Form B); the order of the languages was for the half of the group. The split-half reliability of Forms A and B in the English and Spanish versions ranged from .84 to .92. Speed played a negligible part in the scores obtained. An analysis of variance was conducted on 108 of the subjects, including twenty-seven boys and twenty-seven girls in each of the two language-order subgroups. Significant F-ratios were found for two variables, subjects and session, and for the inter-action of order X sex. The most conspicuous finding was the marked improvement from first to second testing session, regardless of language. Although there was no over-all sex difference in score, the girls performed better when the testing order was Spanish-English, the boys when it was English-Spanish. This order X sex interaction was attributed principally to rapport, the more highly Americanized boys responding more favorably to an initially English-speaking examiner, while the more restricted and acculturized girls achieved better rapport with an initially Spanish-speaking examiner. The over-all performance of the present group fell considerably below the test norms reported by Cattell. (Author Summary)

6. Anderson, T. Bilingual education: The American experience. Modern Language Journal, 1971, 55, 427-440.

A discussion of the history of bilingual education in the United States. Four periods of bilingual instruction are identified: (1) 1840-1920, when numerous German-English schools were instituted in response to the needs of large German immigrant populations; (2) 1920-1963, when bilingual schooling disappeared from the United States scene; (3) 1963-1968, when about a dozen of Spanish-English programs were successfully initiated in Florida; and (4) 1968-1971, when the Bilingual Education Act of 1968 stimulated 196 programs of bilingual education. An extensive discussion of operations and problems of the federally founded programs and a lengthy bibliography are included. (Language and Language Behavior Abstracts)

7. Andersson, T. Children's learning of a second language: Another view. Modern Language Journal, 1973, 57, 254-259.

The author discusses the distinction John Macnamara (1973) makes between learning a language in a natural setting and an artificial setting. He emphasizes the importance of the age factor by reviewing several studies on the learning potential of young children. He argues that Macnamara underestimates the importance of the age factor.

8. Anisfeld, M., & Lambert, W. E. Social and psychological variables in learning Hebrew. Journal of Abnormal and Social Psychology, 1961, 63, 524-529.

A study was conducted with Jewish eighth and ninth grade students learning Hebrew. Measures of achievement in the Hebrew language were correlated with scores on two groups of tests: attitude tests which measure their reasons for learning Hebrew and their attitudes toward the Jewish culture and community, and ability measures including intelligence and language aptitude tests. The results support our predictions about the relation of both ability and attitude to success in learning Hebrew. However, whereas intelligence and linguistic aptitude are relatively stable predictors of success, the attitude measures are less stable and vary in their relationship to achievement from school to school and from class to class. We attempted to explain these differences through considerations of the socio-psychological characteristics of the Jews in the various districts of Montreal where the schools are located. (Author Summary)

9. Aronson, H. I. The role of attitudes about languages in the learning of foreign languages. Modern Language Journal, 1973, 57, 323-329.

An attempt to demonstrate that a major factor inhibiting the successful acquisition of target language patterns in high school and college foreign language classes is a psychological fear of sounding foreign, 'un-american' or 'queer'. Although the student is fully capable of reproducing the intonational patterns, labialization, and other features of foreign languages, he avoids these in actual use of that language. This fear of foreignness may be a more significant factor impeding the acquisition of foreign phonology than the "interference" between the phonological systems of the native and target languages. The existence of psychological factors inhibiting the process of language learning is also illustrated on the grammatical level in the typical avoidance of the use of diminutives in speaking foreign languages. (Author Abstract)

10. Arsenian, S. Bilingualism in the post-war world. Psychological Bulletin, 1945, 42, 65-86.

A general introduction to bilingualism in the post-war world followed by a general discussion of a few topics related to bilingualism, such as: measurement of bilingualism, mental development, language development, school achievement, speech and other motor functions, personal and social adjustment, learning a second language, and the political aspect of bilingualism. In conclusion, several topics for research are suggested.

11. Asher, J. Children's first language as a model for second language learning. Modern Language Journal, 1972, 66, 133-139.

The hypothesis was that acquiring listening skill in a second language could be vastly accelerated if the training was based on how children learn their first language. When a child acquires his native language, the first skill is listening fluency. This seems to be learned in a context in which adult commands manipulate the orientation, location, and movement of the child. The results demonstrated that a keen level of listening comprehension could be achieved in about one-half the usual training time. Even though there was no systematic training in reading, the experimental group achieved a reading skill that was comparable with a control group which emphasized reading and writing. (Author Summary)

12. Asher, J. J., & Garcia, R. The optimal age to learn a foreign language. Modern Language Journal, 1969, 53, 334-341.

After having discussed the imprinting and the neuro-muscular plasticity theories, the authors suggest that there is no direct evidence that the child has a special language learning capacity (or biological predisposition) which is absent in the adult. The purpose of the present experiment was to test the hypothesis that children have a prepubescent biological predisposition which enables them to achieve fidelity in pronunciation. Ss were 71 Cuban immigrants (7-19 years old) and a control group of 30 American monolingual children. Pronunciation for the two groups was compared on 4 sentences and judged by 19 native speakers of English. The major findings were: 68% of children between 1 and 6, 41% of those between 7 and 12, and 7% of those between the ages of 13 or more achieved near native pronunciation, no child six and under had a definite foreign accent but 32% of this group had a slight accent, for children 13 or older, 66% had a definite foreign accent and 27% had a slight accent. Thus if a child was under 6 when he came to the U.S. he had the highest probability of acquiring a near-native pronunciation of English. Length of time in the U.S. was also an important variable, for 5 years or more he had the highest probability of achieving a near-native pronunciation. More girls than boys had a near-native pronunciation, although in time the sex difference seems to vanish. It is suggested that 2 different types of learning may be operating in language learning based on copying while listening comprehension may be learning rules and principles.

13. Asher, J. J., & Price, B. S. The learning strategy of the total physical response: Some age differences. Child Development, 1967, 38, 1219-1227.

There is a common belief that children are better able than adults to learn a foreign language. This belief may be an illusion if children living in a foreign country learn the new language through play activity while their parents try to learn independently of physical behavior.

Using Russian, this study compared the listening comprehension of 8-, 10- and 14-year-old children, and college adults when each S was in physical action during retention tests. The results showed that (a) the adults were superior to the children of any age group at $p<.0005$; (b) the youngest children, the 8-year-olds, had the poorest retention; and (c) the 10- and 14-year-old children were intermediate between the adults and the 8-year-olds. (Author Abstract)

14. Ausubel, D. P. Adults versus children in second-language learning: Psychological considerations. Modern Language Journal, 1964, 48, 420-424.

The purpose of this article is to propose: (1) that adults can acquire new language more readily than children; and (2) that certain features of the audio-lingual approach (rote learning of phrases, inductive rather than deductive learning of grammatical generalizations, avoidance of the mediational role of the native language, presentation of the spoken form of the language before the written form, and insistence on exposing the beginner to the "natural speed rendition" of the spoken language) are psychologically incompatible with effective learning processes in adults. The disadvantages of adults with respect to pronounciation facility and practice opportunities is said to be counterbalanced by a larger native-language vocabulary than children and a conscious and deliberate use of grammatical generalizations. Deductive use of grammatical generalization is said to be more efficient in second language learning. Furthermore, it is argued that it is both unrealistic and inefficient for the adult to attempt to circumvent the mediating role of his native language when he is learning a second language, as it is unnatural to expect that after an individual becomes literate, he will learn in the same ways as when he was illiterate. Finally, in the beginning the rate of speech to which the learner is exposed should be slower since learning to comprehend the spoken language is a very gradual process.

15. Baetens Beardsmore, H., & Lee, E. J. Teaching English as a foreign language for special purposes. Modern Language Journal, 1973, 57, 343-348.

A presentation of a model technique for teaching specialized language at an advanced level to future businessmen. The language learning task and the acquisition of information in a specialized field of interest are integrated. Pedagogical materials based on a sound movie-film not originally intended for language teaching are adapted to suit the group level of ability. The technique, based on paraphrase at the sentence level, leads to a controlled 'discovery' of the film dialogue, and is mechanical, recurrent, and incremental. It does not, however, preclude the creative use of language. The technique allows for the presentation of a measureable amount of language to be learned, while setting minimum and maximum goals for individual students to select according to their ability. (Author Abstract)

16. Bailey, N., Madden, C., & Krashen, S. D. Is there a "natural sequence" in adult second language learning? Language Learning, 1974, 24, 235-243.

The Bilingual Syntax Measure (Burt, Dulay, and Hernandez, 1973) was administered to 73 adult learners of English as a second language in order to investigate accuracy of usage for eight English functors. It was found that there is a highly consistent order of relative difficulty in the use of the functors across different language backgrounds, indicating that learners are experiencing intra-language difficulties. Also, the adult results agreed with those obtained by Dulay and Burt (1973) for 5 to 8 year old children learning English as a second language, indicating that children and adults use common strategies and process linguistic data in fundamentally similar ways. (Author Abstract)

17. Banreti-Fuchs, K. M. Attitudinal and situational correlates of academic achievement in young adolescents. Canadian Journal of Behavioral Science, 1972, 4, 156-164.

The relationship between academic achievement and various attitudinal and situational factors was examined. Using the regression equation method a sample of 660 male and female grade nine students of middle-class background were assigned to a high-achieving, average-achieving, or low-achieving group. The classification of each student was based on the relationship between his actual grade point average (GPA) and the GPA which would be expected on account of his IQ level. Since this method of classification defines academic achievement in relation to each individual subject's intelligence, it resulted in three groups varying highly in academic achievement, but virtually identical in measured intelligence. All subjects completed the Student Interest and Attitude Study. The items which discriminated between the three groups were subjected to factor analysis and six factors were identified. The levels of achievement in various academic subject areas were also examined separately and a consistent pattern of performance was found. The dynamics of academic achievement were discussed in the light of the present findings. (Author Abstract)

18. Barbey, L. Les situations du bilingualisme. La Nouvelle Revue Pédagogique, 1972, 27, 274-280.

An attempt to analyse why people study a second language. Three causes are distinguished: cultural aspirations, economic necessity, and political obligations. Diverse linguistic populations often become mixed because of industrial concentration. Workers emigrate to find a better salary or job when they cannot find it in their own country. Often, the necessity of learning a second language is political, and sometimes, it is imposed by force. There is no reason to oblige people to learn a second language, because unity of language is not necessary for unity of politics. (Language and Language Behavior Abstracts)

19. Barik, H. C. Evaluation of an ongoing project: Teaching English-speaking pupils via French. Modern Language Center, Ontario Institute for Studies in Education, 1972. (Mimeo)

This paper reports the findings of an evaluation of the French immersion schools in Ottawa. The aims of the study were to examine: (1) whether kindergarten and first grade pupils enrolled in the French immersion program become more proficient in French than they would if they were following the regular school curriculum, in which instruction is in English and French is taught as a school subject; and (2) whether such instruction carried out entirely in a language other than the child's native language may have harmful effects on his cognitive and intellectual development. Pupils enrolled in the program were found to do quite well in French and in the other areas of achievement investigated. The point is made that in the majority of immersion programs to date the children enrolled have tended to come from middle and upper-middle class families. The apparent success of immersion programs may be related in part to this socio-economic factor. The author stresses the importance of careful research in this field of bilingual education.

20. Barik, H. C., & Swain, M. Bilingual Education Project: Interim report on the Spring 1972 testing programme. Modern Language Center, Ontario Institute for Studies in Education, 1972. (Mimeo)

This paper reports the results of an evaluation carried out in May and June, 1972, by the Bilingual Education Project of the Ontario Institute for Studies in Education in schools, under the jurisdiction of the Ottawa and the Carleton Boards of Education, having French immersion programs at the kindergarten and grade 1 levels. The aim of this evaluation was to answer two basic questions: (1) whether pupils enrolled in the program become more proficient in French than they would if they were following the regular school curriculum, in which instruction carried on in a language other than the child's native language may have harmful effects. The results show that pupils enrolled in the French immersion program do very well in French and in the other areas of achievement investigated. No harmful effects on cognitive abilities and development as a result of being taught in a second language were found. But caution is called for in evaluating the results and in attempting to generalize from a few isolated studies to the whole school system. It is pointed out that proportionally more of immersion children come from higher socio-economic level homes than do non-immersion children.

21. Barik, H. C., & Swain, M. English-French bilingual education in the early grades: The Elgin study. Modern Language Journal, 1974, 58, 392-403.

The paper presents the results of an evaluation of a partial French immersion program in operation in St. Thomas, Ontario. French was used as the medium of instruction for half of the school day and English for the other half. The aim of this evaluation, which covers grades 1

through 3, was to answer four basic questions: (1) Are the students enrolled in the partial French immersion program more proficient in French than they would be if they were receiving daily 20-40 minute periods of instruction in French-as-a-second-language, as provided by the regular school curriculum in some parts of Ontario? How are they performing in French relative to children enrolled in a total French immersion program? (2) Does prolonged exposure to a second language result in some loss of faculty in the native language among partial immersion students? (3) Does instruction given in a language other than the home language produce any harmful effects in basic skill such as reading and arithmetic? (4) How does such instruction through a second language affect the child's cognitive development as measured through tests of mental ability?

22. Barik, H. C., & Swain, M. Bilingual Education Project: Evaluation of the 1971-72 and 1972-73 French Immersion Program in grades 8 and 9, Peel County Board of Education. Modern Language Center, Ontario Institute for Studies in Education, 1974. (Mimeo)

This paper presents the results of an evaluation carried out jointly by the Bilingual Education of the Ontario Institute for Studies in Education and the research division of the Peel County Board of Education during the 1971-72 and 1972-73 academic years, the first two years (grades 8 and 9) of operation of the immersion program at William G. Davis Senior Public School in Brampton, Ontario. The results showed that the immersion program pupils became markedly more proficient in French language skills than did their peers not participating in such a program. They were also able to keep up in major academic subject areas (other than French) with their peers who were not in an immersion program. The point is made, however, that the groups involved in the immersion program were a highly selective group, higher than average on I.Q. and motivation. Caution, therefore, is called for in any attempt to generalize from these results.

23. Barik, H. C., & Swain, M. Bilingual Education Project: Evaluation of the 1973-74 French immersion program in grades 1-3 in the Federal Capital's public schools. Modern Language Center, Ontario Institute for Studies in Education, 1974. (Mimeo)

The school performance of pupils in grades 1-3 of the French immersion program in operation in Ottawa public schools is evaluated in comparison with that of pupils in the regular English program. The results indicate that by the end of grade 1 immersion program pupils taught reading in French are found to lag behind their peers in the regular program in English language skills involving English reading, but they show some ability to transfer reading skills from French to English. By the end of grade 2, following the introduction of English Language Arts into the curriculum for 60 minutes a day, immersion pupils still lag behind their regular program peers in most English language skills considered, although their level of performance is

consistent with their grade level. By the end of grade 3, immersion pupils match regular program pupils in all English language skills tested except spelling. Throughout grades 1-3 pupils in the two programs perform equivalently in mathematical skills and show the same level of cognitive development. Immersion pupils reveal a considerably higher level of proficiency in French than pupils of corresponding or higher grade levels receiving daily instruction in French as a second language, and do reasonably well in comparison with native French-speaking pupils.

24. Barik, H. C., McTavish, K., & Swain, M. Bilingual Education Project: Evaluation of the 1972-73 French immersion kindergarten, grade one and grade two classes in the Federal Capital's public schools. Modern Language Center, Ontario Institute for Studies in Education, 1973. (Mimeo)

This paper reports the results of an evaluation carried out in May and June, 1973, by the Bilingual Education Project of the Ontario Institute for Studies in Education in schools, under the jurisdiction of the Ottawa and the Carleton Boards of Education, concerning French immersion programs at the kindergarten, grade 1 and grade 2 levels. The evaluation focused on two basic questions: (1) Does instruction of the prescribed curriculum through the medium of a second language (French) have any harmful effects on native language (English) skills, on achievement in such basic academic skills as reading and arithmetic, or on the student's I.Q. and general cognitive development? (2) How beneficial is the French immersion program with regard to proficiency in French when compared with the regular school program in which French is taught as a subject and all other instruction is in English?

25. Barik, H. C., Swain, M., & McTavish, K. Bilingual Education Project: Evaluation of the 1972-73 French immersion kindergarten and grade one classes at Allenby Public school in Toronto. Modern Language Center, Ontario Institute for Studies in Education, 1973. (Mimeo)

This paper reports the results of an evaluation carried out in May and June, 1973, by the Bilingual Education Project of the Ontario Institute for Studies in Education of the French immersion classes at Allenby Public School in Toronto. The aim of this evaluation was to examine two basic questions: (1) Does instruction of the prescribed curriculum through the medium of a second language (French) have any harmful effects on native (English) skills, on achievement in such basic academic skills as reading and arithmetic, or on the pupil's I.Q. and general cognitive development? (2) How beneficial is the French immersion program with regard to proficiency in French when compared with the regular school program in which French is taught as a subject and all other instruction is in English? The results showed that the pupils at the end of the kindergarten year of an immersion program are as ready to enter an English grade 1 as are pupils who have attended an English kindergarten. They have not suffered any setback

in mental and cognitive development, and they demonstrate a greater comprehension of French than kindergarten pupils enrolled in a regular English program who receive 20-30 minutes a day of French instruction. The grade one pupils were behind their peers attending the regular English program in such English language skills as word knowledge, word discrimination and reading. This lag is supposed to disappear once formal English instruction is introduced. They have mastered the required mathematical knowledge via French and they can transfer it from French to English.

26. Barik, H. C., Swain, M., & McTavish, K. Bilingual Education Project: Evaluation of the 1973-74 French Immersion Program in grades K-2 at Allenby Public School, Toronto. Modern Language Center, Ontario Institute for Studies in Education, 1974. (Mimeo)

The school performance of pupils in grades K-2 of the French immersion program in operation at Allenby Public School in Toronto is evaluated in comparison with that of pupils in the regular English program. The results indicate that by the end of Kindergarten pupils in both programs are equally ready for beginning school work in grade 1. By the end of grade 1 immersion program pupils taught reading in French are found to lag behind their peers in the regular program in English language skills involving English reading, but they show some ability to transfer reading skills from French to English. By the end of grade 2, following the introduction of English Language Arts into the curriculum during the second half of the year for 25 minutes a day, immersion pupils have caught up to their regular program peers in most English language skills considered, except for spelling. Throughout grades K-2 pupils in the immersion program perform equivalently to or better than regular program pupils in mathematical skills. They also reveal a considerably higher level of proficiency in French than pupils of corresponding or higher grade levels receiving daily instruction in French as a second language, and perform as well in French as immersion pupils in a more bilingual milieu. The type of program in which the pupils are enrolled does not appear to affect their level of cognitive development.

27. Barik, H. C., Swain, M., & McTavish, K. Immersion classes in an English setting: One way for Les Anglais to learn French. Working Papers on Bilingualism, 1974, No. 2, 38-56.

The results of the evaluation of the French immersion program at a school in a unilingual English environment are described. A battery of tests was administered to a random sample of children from the kindergarten and grade one experimental French immersion classes and to a comparison group composed of children following the regular English program. At both grade levels, there was no evidence of a treatment effect (immersion versus regular program) on cognitive development (IQ). The results of testing numerical and English pre-reading skills indicate that the French immersion children are as ready to enter an English

grade one as are the pupils in the English kindergarten. Although the grade one immersion children are somewhat behind the comparison group in the English language skills tested, they do show some ability to transfer reading skills from French to English.

The results for the two groups in arithmetic skills tested in English indicate that the French immersion children can also transfer mathematical knowledge successfully from French into English. Both kindergarten and grade one immersion children show a greater comprehension of French than children of the same grade levels who receive instruction in French as a second language in a regular English program. The grade one immersion children, however, do not show the same level of proficiency in French as native French-speaking peers.(Author Abstract)

28. Bartley, D. E. A pilot study of aptitude and attitude factors in language dropout. California Journal of Educational Research, 1969, 20, 48-55.

This study makes an attempt at the identification of the extent to which aptitude and attitude are two of the possible causes for dropping the foreign language after the eighth grade. Aptitude was measured by the Carroll-Sapon Modern LanguageAptitude test, and attitude was measured by the Foreign Language Attitude Scale, a Likert-type scale designed by Dr. Mary DuFort. The results show that the majority of dropout students scored lower than continuing students, on both aptitude and attitude tests. Though the results can only be generalized to comparable samples, the aptitude and attitude factors are said to influence dropout rate. The casual relationship between performance and attitude remains unclear.

29. Bartley, D. E. The importance of the attitude factor in language dropout: A preliminary investigation of group and sex differences. Foreign Language Annals, 1970, 3, 383-393.

The Foreign Language Attitude Scale (a Likert type scale developed by Dr. Mary DuFort in 1962) was administered to eighth-grade pupils in September and March. The pupils were then divided into two groups according to whether they continued or dropped foreign language in the ninth grade. Mean attitude scores for both groups were computed and tests of significance of differences between means were performed. The attitude of the "dropout" group was significantly lower than that of the continuing group in September as well as in March. The attitude of the dropout group also deteriorated significantly from September to March while that of the continuing group remained stable. A probability distribution was calculated whereby potential "language dropouts" could thus be detected by low attitude scores as well as by deterioration of attitude scores during the 1966-1967 school year.

30. Bicknese, G. Study abroad (Part I & II). Foreign Language Annals, 1974, 7, 325-336 & 337-345.

Little systematic research has been done regarding the effect of study abroad on American students, and few criteria for the success of programs have been established. As the director of the Millersville Year in Marburg (1963-1966), this writer took three separate polls of the participants: (1) to test the psychological impact objectively at the beginning and end of each year, (2) to register subjective impressions that surfaced at the conclusion of the program, and (3) to ascertain the students' matured views one year after their return to America. These evaluations, completed in 1967, are as meaningful now as they were then. The profession has yet to act on many of the recommendations. The students corrected their preconceived ideas of Europe; they became fluent in German and familiar with the culture; and they matured as scholars and persons. All experienced culture schock, and most became, at least temporarily, Germanophiles. The following major conclusions were drawn from this study: (1) integration into the host society should be gradual; (2) the "target-language-only" rule should be based on voluntary cooperation; and (3) the greatest benefits are achieved after the first five months abroad. Because study abroad could become a vital tool in furthering the study of languages and culture, more research is urgently needed. (Author Abstract)

31. Bordie, J. G. When should instruction in a second language or dialect begin? Elementary English, 1971, 48, 551-558.

Research, though seriously lacking in many respects regarding the acquisition of a second language, does provide some answers to the question of the optimum point or grade level for beginning second language instruction. There are three possible answers which require situational clarification before they can be applied: (1) If communication in the second language is all that is required, such instruction may be postponed to the time of need or the period immediately preceding that time, regardless of the age of the student. There is no discernible difference between the child and the adult in language learning skills. In fact, the adult tends to be more efficient than the child in such a learning situation. (2) If pronunciation skill is of considerable social importance, as is usually the case, then language study must begin as early as possible. Preferably, such study should begin in the kindergarten or nursery school stage. (3) If school expediency is of considerable significance due to the unavailability of teachers, funds or similar reason, the actual grade of language introduction is of less importance than the establishment of a continuous sequence of offerings which will provide the requisite amount of exposure time (at least thirty minutes daily) for the appropriate period needed to achieve the desired proficiency. This period is usually held to be four to six years of academic exposure for such goals as social communication, job-associated competencies, and the like. (Author Summary)

32. Bossard, J. H. S. The bilingual as a person--linguistic identification with status. American Sociological Review, 1945, 10, 699-709.

This study is concerned with the bilingual as a person, and the relation of bilingualism to personality development. The conclusions were drawn upon 17 case documents. Some methodological problems are pointed out and this study is said merely to be suggestive. Two variables were found to be important in the development of the bilingual: the ecological setting (i.e., bilingual vs. monolingual) of the bilingual and the social attitude toward the other language. The author discusses the impact of bilingualism upon family relations and child development, the development of protective devices among bilinguals, the linguistic labelling, the problems of refugees and native speakers of an enemy nation language, and the linguistic identification with status.

33. Botha, E. Verbally expressed values of bilinguals. Journal of Social Psychology, 1968, 75, 159-164.

The purpose of this study was to determine whether each language used by bilinguals carries a certain set of cultural values which appears when that language is used. A test of values, the Uses Test, was taken by 50 Arabic-English bilinguals and 50 Arabic-French bilinguals. Half of each group took the test in Arabic and the other half either in French or English. Predictions about the value content of the three languages were made, based on anthropological and psychological studies of these cultures. The answers were categorized into seven value categories, and the proportions of scores for the different groups in each category were compared by means of a test of significance for categorical data. An item analysis of the answers was also undertaken. The main finding was that value scores significantly different from those of the other groups appeared when the French-Arabic bilinguals used French. (Author Summary)

34. Botha, E. The effect of language on values expressed by bilinguals. Journal of Social Psychology, 1970, 80, 143-145.

The purpose of this study was to examine the differences in values expressed in each of their languages by Afrikaans-English bilingual secondary school students. Thirty bilinguals, 30 English-speaking monolinguals, and 30 Afrikaans-speaking monolinguals were given the appropriate version of the Dennis' Uses Test. It is concluded from the findings that when no marked differences exist in instrumental value or status attached the two languages of a bilingual, differences in value systems as expressed in the two languages may exist but significant differences are fewer than have been found in a situation in which the second language carried particular social rewards (Botha, 1968).

35. Bourhis, R. Y., Giles, H., & Tajfel, H. Language as a determinant of Welsh identity. European Journal of Social Psychology, 1973, 3, 447-460.

Carried out a study using the 'Matched-Guise' technique to determine how different groups of Welshmen perceive members of their own national group who use various linguistic codes. Three matched groups of adult Welsh Ss were (a) bilinguals, (b) those who were learning Welsh, and (c) those who could not speak Welsh and were not learning it. Ss were asked to evaluate on 22 scales the personalities of speakers they heard reading the same prose passage on tape in Welsh, in English with a Welsh accent, and in English with a "received" accent. Results show that Ss as a whole upgraded the speakers on most traits when Welsh was used. It is suggested that language serves as a symbol of Welsh identity, and the results are discussed in relation to how other ethnic groups appear to view their own linguistic codes. (Author Abstract)

36. Brekke, B., & Williams, J. D. Conservation and reading achievement of second grade bilingual American Indian children. Journal of Psychology, 1974, 86, 65-69.

Administered 5 Piagetian tasks (2 measuring conservation of number and 3 measuring conservation of substance), the Draw-A-Man Test, and the Classroom Reading Inventory to 38 bilingual (Zuni and English) American Indian second graders from 3 reservation schools. The mean grade placement level was 2.39; 31% of the Ss conserved on all tasks. Correlations were found between 3 measures of reading level (independent, instructional, and frustration) and success on the conservation tasks. Correlations ranged between .27-.42. Draw-A-Man Test scores were then partialled out from these correlations; the correlations were essentially unchanged, due mainly to a low correlation of the Draw-A-Man Test with the scores on the Classroom Reading Inventory. (Author Abstract)

37. Brennan, E. M., & Ryan, E. B. Reported language usage and verbal fluency of bilingual Mexican American adolescents. Anthropological Linguistics, 1973, 15, 398-405.

A discussion of language usage and verbal fluency of bilingual Mexican adolescents in two conversational situations. As an extension of the Greenfield-Fishman technique, a language usage questionnaire was designed to study language choice of conversational components in school and at home. Hypothetical conversations, the body of the Language Usage Questionnaire (LUQ), contained three components: person, place, and topic. Composed of 43 conversational situations and 24 stimuli words, the LUQ was developed by pretesting 15 Notre-Dame University undergraduates. Following pretesting, the completed questionnaire was administered to 36 male students of a private high school in East Los Angeles. The Ss reported themselves to be native born, to have Spanish as their native language, and to be of Mexican origin. Results of testing indicate that neither home nor school fluency was significantly related to differences between the usage ratings for the two domains. (Language and Language Behavior Abstracts)

38. Brown, H. D. Affective variables in second language acquisition. Language Learning, 1973, 23, 231-244.

Affective variables have not been adequately investigated in the study of second language acquisition. Imitation, egoism, and inhibition are three egocentric factors which have been treated only lightly in previous research. Three social variables, empathy, introversion/extroversion, and aggression, may be keys to understanding the social nature of second language learning. And the merging of cognition and affect in "cognitive styles," which vary within and among individuals, might account for varying degrees of success in learning a second language. Widespread inter-disciplinary research in the affective domain of the psychology of language acquisition could lead to the construction of a comprehensive theory of second language acquisition as well as more affective approaches to language teaching. (Author Abstract)

39. Bruck, M., & Tucker, G.R. Social class differences in the acquisition of school language. Merrill-Palmer Quarterly, 1974, 20, 205-220.

The purpose of this experiment was to answer 4 questions: (a) what parameters characterize the young child's language abilities in the classroom? (b) how do lower-class children differ from middle-class children in respect to these abilities? (c) how do these abilities develop during the first year of normal schooling? (d) does the gap between lower-class children's and middle-class children's abilities narrow or broaden over time? The authors report a general difference on tests of productive knowledge of classroom grammar. Middle-class children's speech was more elaborated and less ambiguous than the lower-class children's. However the middle class children used as many ambiguous references for the image on the Abstract Design Test as the lower-class children. The middle-class children increased their response production more rapidly than the lower-class children over the year. The middle-class child's speech appeared to contain less egocentric information than that of his lower-class peers; while middle-class children included more relevant details in their stories than lower-class children, they also included as many irrelevant details as their lower-class peers. There were no differences between middle- and lower-class children's grammatical comprehension of classroom English. The data indicate three areas in which the lower-class child experiences difficulty; spontaneous speech production, explicit features of his speech, and evaluation of the communicative demands of the classroom. This study suggests that both groups of children, but especially the lower-class one, need specific help in learning how to use speech more effectively in the classroom. This cannot be achieved by additional drills in grammar. They must learn what the communicative demands of the situation are and how to meet these demands.

40. Bruck, M., Lambert, W. E., & Tucker, G. R. Bilingual schooling through the elementary grades: The St. Lambert Project at grade seven. Language Learning, 1974, 24, 183-204.

This is the seventh annual report of a longitudinal study of the progress of two different groups of children following an educational program designed to develop proficiency in a second language by using that language as the sole medium of instruction in the early elementary years and as the major medium of instruction in the later elementary years. The two groups were in grades seven and six respectively at the time of the present testing. In May 1973, they were tested for achievement in English-language skills, mathematical abilities, French-language skills, and cognitive development. When possible their progress was compared with that of appropriate French or English control groups; otherwise, their progress was measured using norms from standardized tests. On all measures, the children in bilingual classes showed that this form of education has had no detrimental effects upon their academic, linguistic, or cognitive development. Furthermore, we saw that the pupils could communicate effectively, using their second language, with French Canadian agemates on a new task of communication skills. (Author Abstract)

41. Bruck, M., Lambert, W. E., & Tucker, G. R. Assessing functional bilingualism within a bilingual program: The St. Lambert Project at grade eight. Department of Psychology, McGill University, 1975. (Mimeo)

This paper reports the results of an evaluation of the St. Lambert Bilingual Project at grade 8. The aims of this evaluation were: to investigate the pupils' level of practical skill in French and to compare their degree of competence to that of native-speaking French children; (2) to compare the performance of those in the long-term immersion program with that of a group of English-speaking pupils who after six years of French as a second language had taken their grade 7 in French only; (3) to determine how well these groups can function in everyday situations that call for the use of French; (4) to examine the extent of second language usage outside of school by the pupils in the bilingual program. (Author Abstract)

42. Bruck, M., Rabinovitch, M. S., & Oate, M. The effects of French immersion programs on children with language disabilities - a preliminary report. Working Papers on Bilingualism, 1975, No. 5, 47-86.

The progress of children with language learning disabilities in French Immersion has been followed from kindergarten to grade 3. Preliminary results indicate that the children fare well. They have learned to read in both English and French. Their school achievement is adequate. They can understand as well as communicate in their second language with some facility. Furthermore their first language acquisition does not appear to have been retarded by this educational experience. (Author Abstract)

43. Burstall, C. French in the primary school: Some early findings. Journal of Curriculum Studies, 1970, 2, 48-58.

This article reports some data drawn from a longitudinal study of three successive year-groups of pupils, extending from the beginning of the second year of secondary school. All the pupils in the experimental samples learned French from the age of eight onwards, following a predominantly audiovisual approach to the study of the language. The data presented here assessed the relationship between teacher-expectation and pupil-achievement in French. The analysis of the attitude-scale data revealed that the attitude of the head of the school towards the advisability of teaching French to less able pupils correlated highly with the attitudes expressed by the rest of the teaching staff. That analysis also led to the conclusion that the greater a teacher's involvement in the teaching of French, the more favourable his attitude would be towards teaching French to less able children. Furthermore, it was found that in the low-scoring group of pupils the percentage of children's parents whose occupation was classified as unskilled or semi-skilled was higher than in the high-scoring group. Children with disabilities of hearing, vision or speech were also concentrated in the low-scoring group, and proportionately more children in this group were attending remedial classes of arithmetic and/or reading. Once it had been established that the low-scoring and high-scoring groups differed in their composition, their distribution throughout the samples was investigated. It was found that low-ability children in the low-scoring group tended to be concentrated in schools where the head had expressed a negative attitude towards the teaching of French to low-ability children. There thus seems to be a relationship between the attitude of the head and low-ability children's subsequent level of achievement in French. Finally, it is argued that low-ability children reach the highest level of achievement in French when they are taught in heterogeneous groups in schools where the head has a favourable attitude towards the teaching of French to the whole ability range. The most detrimental situation seems to be a combination of homogeneous grouping and a negative attitude on the part of the head.

44. Burstall, C. French in the primary school: The British Experiment. Canadian Modern Language Review, 1975, 31, 388-402.

The purpose of this article was to review the main findings of a longitudinal research project conducted in selected primary schools in England and Wales in order to examine the effects of teaching French as a second language to pupils who represented a wider range of age and ability than those to whom French had traditionally been taught. The main aims of this study were: (1) to investigate the long-term development of pupil's attitudes towardsforeign-language learning; (2) to discover whether pupil's levels of achievement in French were related to their attitudes towards foreign-language learning; (3) to examine the effect of certain pupil variables on level of

achievement in French and attitudes towards foreign-language learning; (4) to investigate whether teachers' attitudes and expectations significantly affected the attitudes and achievement of their pupils; (5) to investigate whether the early introduction of French had a significant effect on achievement in other areas of the primary school curriculum. Some of the findings are reviewed with regards to: optimum age for foreign-language learning, sex differences in achievement, socio-economic factors, small vs. large schools, achievement in other areas of the primary school curriculum, attitudes and achievement in co-educational and single-sex schools, contact with France, teacher-pupil interaction, the interaction of attitudes and achievement, and the effect of the experiment on low-achieving pupils.

45. Campbell, R. N., Taylor, D. M., & Tucker, G. R. Teachers' views of immersion-type bilingual programs: A Quebec example. Foreign Language Annals, 1973, 7, 106-110.

The writers have examined the opinions of English-speaking and French-speaking teachers about the traditional program of English language instruction with French as a second language and an innovative program involving French immersion. Both French and English teachers agree that the traditional program provides English with a firm base in English--but not in French-language arts and in content subjects, and with a sensitivity to their own--but not to the other group's cultural heritage. The French-speaking teachers generally view the immersion programs favorably; but the English-speaking teachers view them unfavorably. Some implications of these findings are presented here. (Author Abstract)

46. Caramazza, A., Yeni-Komshian, G., & Zurif, E. B. Bilingual switching: The phonological level. Canadian Journal of Psychology, 1974, 28, 310-318.

A study was conducted to discover whether Macnamara's (1967) two-switch model of bilingual functioning held at the phonological level. A group of Canadian French-English bilinguals were tested for their perception and production of the phonological feature Voice Onset Time. The Ss were tested twice, once in a French language set and once in an English language set. The perceptual functions obtained under the 2 language set conditions were virtually identical, whereas the production distributions were significantly different in the 2 conditions. The results suggest that the two-switch model can be applied to the phonological level. (Author Abstract)

47. Carringer, D. C. Creative thinking abilities of Mexican youth: The relationship of bilingualism. Journal of Cross-Cultural Psychology, 1974, 5, 492-504.

To examine the relationship of bilingualism to the creative thinking abilities of Mexican youth, four subtests from the Torrance

Tests of Creative Thinking were administered to Spanish-English coordinate bilingual and Spanish monolingual subjects from two private high schools in Torreon, Coahuila, Mexico. It was hypothesized that the Spanish-English coordinate bilinguals would score significantly higher on the dependent measures of figural fluency, figural flexibility, figural originality, verbal fluency, verbal flexibility, and verbal originality than the Spanish monolinguals. A multivariate analysis indicated that the main effect of language group was significant in favor of the bilinguals. Neither the main effect of sex nor the interaction effect was significant. Univariate analysis indicated that the dependent measures of verbal flexibility, verbal originality, and figural originality were significant at the .05 level in favor of the bilinguals, and the dependent measure of figural fluency was significant at the .01 level in favor of the bilinguals. (Author Abstract)

48. Carroll, J. B. Foreign language proficiency levels attained by language majors near graduation from college. Foreign Language Annals, 1967, 1, 131-151.

MLA Foreign Language Proficiency Tests for Teachers and Advanced Students were administered in 1965 to 2,782 seniors majoring in French, German, Italian, Russian, or Spanish at 203 institutions. The resulting data provided new evidence on a number of issuessignificant in the selection and training of future language teachers, though conclusions must be drawn with caution. Audio-lingual skills were generally low. Even brief time spent abroad had a potent effect on a student's language skills. Students of French or Spanish who started the language in elementary school tended to have an advantage over other majors. Those from homes where the foreign language was spoken attained greater competency. Foreign language aptitude is a factor significantly associated with the level of skill attained, but many low-aptitude students are able to compensate by diligent study and practice or because of special opportunities such as study abroad. Males and females were equal in language-learning ability. Students at larger institutions outperformed those at smaller ones, and students at private institutions did better than those at public ones. (Four figures and eleven tables are included).

49. Carroll, J. B. What does the Pennsylvania Foreign Language Research Project tell us? Foreign Language Annals, 1969, 3, 214-236.

Although the design of the study was exemplary, the number of classes and teachers was barely satisfactory, and "strategy" effects may have been confounded with text variables. The "traditional" strategy tended to be a "traditional-modified" one and may not have been as distinct from the "functional skills" strategies as might be desired. Technical flaws in the statistical analysis included failure to take account of repeated measures and questionable use of criterion-type variables as covariates, but the main results regarding "strategy"

and language laboratory system are valid. Sometimes the analysis was not deep enough, as where there was a failure to rule out variation in student characteristics in connection with correlations between class means on achievement tests and teacher FL proficiency. The study is interpreted as showing that functional skills, strategies and materials fail to put enough emphasis on linguistic content. The results on correlations between teacher FL proficiency and class achievement are not persuasive enough to justify abandonment of FL proficiency tests in teacher selection and certification. (Author Abstract)

50. Carroll, J. B. Aptitude in second language learning. Proceedings of the Fifth Symposium of the Canadian Association of Applied Linguistics, 1974, 8-23.

The purpose of this paper is to state the author's conception of foreign language as it stands in 1974. This aptitude is defined as some characteristic of an individual which controls, at a given point in time, the rate of progress that he will make subsequently in learning a foreign language. This concept implies that the people with low aptitude are going to have more difficulty and they are going to take more time to learn a foreign language than individuals with high aptitude. The components of language learning aptitude include: (1) phonetic coding ability; (2) grammatical sensitivity; (3) memory ability; and (4) inductive learning ability. The author reports that his earlier study have suggested that language aptitude as such does not decline with age radically and that women do better on language aptitude tests than men do. Foreign language learning aptitude was found to be relatively unmodifiable. Finally, some uses of foreign language aptitude testing are discussed, such as for selection, guidance, pedagogical control and diagnosis.

51. Cartier, F. A. Is learning English worth the trouble, Miss Fidditch? Foreign Language Annals, 1972, 5, 331-340.

The motivation theories of three prominent writers (MacGregor, Maslow & Herzberg) in management and human relations are applied to problems of motivation and demotivation in the TEFL classroom. More is known about ways of reducing negative learning attitudes than ways of increasing motivation. There are at least four ways in which demotivation is linked to the way the teacher sets learning objectives and evaluates student achievement of them. The student must: (1) understand the objectives, (2) see that he is achieving them, (3) believe they are relevant to him, and (4) believe the instructor considers them important. (Author Abstract)

52. Cembalo, M. Stages intensifs d'anglais en pays anglophones. Mélanges-Centre de Recherches et d'Applications Pedagogiques en Langues, 1973, 1-14.

A series of three intensive courses are described. They were for French adult learners of English at the Royal University of Malta. The time-table, various activities proposed to the learners, analyses and significant modifications made between the three courses are discussed. Conclusions drawn from interviews with learners and observations of learners' reactions during the courses are: (1) immediate application of what has been learned in the classroom makes individualization necessary; (2) individualization must be learner-defined rather than teacher-defined; (3) motivation is heightened by the immediate real-life application of classroom activities; (4) the "amount of language" learned is not markedly different from that learned in other types of courses; and (5) this type of course is limited in application by numbers and cost. (Author Abstract)

53. Clément, R., Gardner, R. C., & Smythe, P. C. Inter-ethnic contact: Attitudinal consequences. Research Bulletin No. 336, Department of Psychology, University of Western Ontario, 1975.

The effects of contact with residents of a francophone city on a series of attitudinal variables were assessed in the context of a bicultural excursion program. Of the 379 grade eight students examined in this study, 198 served as a Control group in that they did not participate in the excursion. Of the remaining students who formed the experimental group, 87 were classified as Low Contact while 94 were classified as High Contact based on their responses on a post excursion questionnaire asking about their degree of interaction with the other community. The attitudes of the experimental and control group were assessed both before and after a five day educational trip to Quebec City. The battery consisted of 20 subtests developed previously with a similar sample of students. The data obtained before and after the excursion were analyzed separately. Analyses of variance computed on the pretest scores (Control vs. Low Contact vs. High Contact) revealed that students in the High Contact group tended to have more favourable attitudes toward French Canadians, and toward various aspects of French language acquisition than the other two groups. Analyses of covariance computed on the post-test scores, using as covariates the corresponding pretest scores, revealed that the High Contact group tended to maintain these more positive attitudes more than the other two groups. Low Contact had only a minimal effect, or a deleterious one on some variables. The results are discussed both in terms of their applied implications for bicultural excursion programs and their theoretical relevance to hypotheses concerning the effect of contact. (Author Abstract)

54. Cohen, A. D. The Culver City Spanish Immersion Program: How does summer recess affect Spanish speaking ability? Language Learning, 1974, 24, 55-68.

This study looks at one aspect of second-language mastery in depth: patterns of foreign language retention among young children after being removed from a language contact situation for a period of time. The subjects were 14 Anglo children from the Culver City Spanish Immersion Program, a pioneering project in American public school education. These children were immersed exclusively in Spanish during their kindergarten year. English was gradually introduced in first grade. This report deals with the effects of summer recess between first and second grade upon the spoken Spanish of the students. They were given an Oral Language Achievement Measure individually on a test-retest basis. The results showed that a summer recess of three months took its toll on Anglo children's performance in Spanish. Utterances became shorter; at least one grammatical class (prepositions) was used slightly less while another (verbs) became more prominent; the children made more errors proportionate to what they said; problems with article/adjective agreement not only persisted, but in the case of the definite article, shifted in nature; the 'ser' verb began to be used more than 'estar' when children were in doubt; and inflection for person in present tense indicative verbs continued to cause minor problems. (Author Abstract)

55. Cohen, A. D. Successful immersion education in North America. Working Papers on Bilingualism, 1975, No. 5, 39-46.

The success of various French immersion programs in Canada and of one Spanish immersion program for English speakers in Culver City, California, has prompted the author to define "successful" and to attempt to identify ingredients desirable in an immersion program. A tentative 14-point checklist is provided. Nine ingredients which have not been present in the so-called English "immersion" of, say, Mexican Americans in the U.S. Southwest are identified. Other factors which may mitigate against the success of an immersion education program for a particular group of children are noted.(Author Abstract)

56. Cohen, S. P., Tucker, G. R., & Lambert, W. E. The comparative skills of monolinguals and bilinguals in perceiving phoneme sequences. Language and Speech, 1967, 10, 159-168.

Five groups of subjects, two monolingual in English or French, three bilingual in French and English, but one native in English, the second native in French, and the third native in both languages, were measured for their accuracy in perceiving initial phoneme sequences. All groups were most accurate with sequences occurring in either language. Sequences occurring in one of the two languages fell between these extremes with French sequences yielding significantly higher accuracy than English sequences. The bilinguals who were native in English or native in both languages were superior to the other three

groups on the tasks. Errors tended to be distortions in the direction of the subject's native language. The most common error was a replacement of the initial phoneme accompanied by accurate perception of the second phoneme. (Author Abstract)

57. Collison, G. O. Concept formation in a second language: A study of Ghanaian school children. Harvard Education Review, 1974, 44, 441-457.

A colonial heritage has led many developing nations to use an European language as the primary means of instruction in elementary school. Diverse theories have been developed to account for the inferior achievement of bilinguals. Lansdown's approach to Vygotsky's theory of language and concept development was used as the basis for a comparison of the conceptual level Ghanaian children express in their native languages (Ga or Twi) and their school language (English). Eight-five sixth graders, 12-14 years old, who had studied English for about six years, were trained to manipulate manually and than disucss especially choosen science materials. The untutored statements of the children were then scored and counted. It is concluded that these children functioned at higher conceptual levels in their vernacular than in English. Implications for educational policies in these countries are discussed. (Psychological Abstracts)

58. Cook, V. J. The comparison of language development in native children and foreign adults. International Review of Applied Linguistics, 1975, 11, 13-28.

The purpose of these two experiments was to compare the ways native children and foreign adults learn English. The first comparison has to do with the imitation and comprehension of relative clauses; the second comparison is concerned with the comprehension of deep structures. The results show that native children and foreign adults have tackled the tasks of imitation and comprehension in much the same manner. Moreover, the results reveal similarities in the ways that native children and foreign adults perceive the deep structure. The author suggests that first language learning may not be completely different from second language learning in its process.

59. Cooper, J. G. Predicting school achievement for bilingual pupils. The Journal of Educational Psychology, 1958, 49, 31-36.

This study was undertaken to ascertain to what degree, if any, currently available measures of intelligence predict school achievement for the bilingual pupils in the Territory of Guam. Three group tests, the California Test of Mental Maturity, 1950 S-Form, Elementary; the Davis-Eells Games, Intermediate Level; and the Culture Free Intelligence Test, Scale 2, Form A were given to 164 pupils in grade five. Three individual tests of intelligence: the Leiter International Performance Scale, the Wechsler Intelligence Scale for Children, and the Columbia

Mental Maturity Scale were given to a stratified, random sample of 51 pupils. School achievement was defined primarily by scores received on the California Achievement Tests, Form AA, Elementary Level, and secondarily by teachers' ratings. All the intelligence tests correlated positively with the California Achievement Tests. The correlation coefficients ranged from .53 to .77 as follows: Davis-Eells Games, .53; Culture Free Intelligence Test, .55; Columbia Mental Maturity Scale, .61; California Tests of Mental Maturity, .64; Leiter International Performance Scale, .66; and the Wechsler Intelligence Scale for Children, Full Scale, .77. Although teachers' ratings corresponded well with rank on the achievement test, they were not closely related to scores on the group intelligence tests. This study demonstrated that the six intelligence tests examined predicted school success with a degree of accuracy ranging from moderate to high for Guam's bilingual pupils. (Author Summary)

60. Cooper, R. L., & Greenfield, L. Language use in a bilingual community. Modern Language Journal, 1969, 53, 166-172.

In the present investigation, language use was studied among bilingual Puerto Ricans in an urban community near New York City. Data was gathered pertaining to each of five hypothesized domains of social interaction: family, neighborhood, religion, education, and work. Findings demonstrated that English was used more often than Spanish in all domains. These results support the hypothesis of language shift, i.e., domain separation in language use vanishes as the "mother" tongue becomes displaced by the "other" tongue in the family and friendship domains. (Language and Language Behavior Abstracts)

61. Cooper, R. L., & Horvath, R. J. Language, migration and urbanization in Ethiopia. Anthropological Linguistics, 1973, 15, 221-243.

Rural peoples in Africa who migrate to urban centers must adapt to ways of life which are often very different from those in the village. Among the conditions to which they must adjust is the linguistic diversity of the town. Since there are migrants from many different linguistic areas in the town, the new migrant often has to learn one or more languages to communicate with his neighbors, fellow workers, etc. Obviously, the growth of urban centers through a process of migration can have profound consequences with respect to language use. An attempt is made to analyse urban language data collected in Addis Abada and 188 other Ethiopian towns. The analysis has two goals: (1) to describe Ethiopian language groups in terms of various demographic variables, including migration; and (2) to relate urban language data to the issue of whether or not language shifts are occuring in the Ethiopian urban setting. The data presented strongly suggest that the process of urbanization has acted as an agent for the diffusion of Amharic in Ethiopia. (Language and Language Behavior Abstracts)

62. Cummins, J. A theoretical perspective on the relationship between bilingualism and thought. Working Papers on Bilingualism, 1973, No. 1, 1-9.

This paper attempts to specify the ways in which bilingualism might affect cognitive functioning. Two general ways--the "linguistic" and the "non-linguistic"--are distinguished. Linguistic explanations explain the effects of bilingualism on cognition as a direct result of the fact that the bilingual has access to two verbal codes. Non-linguistic explanations account for these effects by reference to factors which are extrinsic to, or by-products of the fact that the bilingual has access to two verbal codes. For example, the greater amount of social interaction which is presumably involved in learning two languages at an early age has been invoked to explain the bilingual's higher level of concept formation. The validity of Macnamara's (1970) theoretical analysis of bilingualism and thought is considered in the light of this distinction. (Author Abstract)

63. Cummins, J., & Gulutsan, M. Bilingual education and cognition. The Alberta Journal of Educational Research, 1974, 20, 259-269.

Sixty-one grade 6 balanced bilinguals drawn from the French-English bilingual program of the Edmonton Separate School System were found to perform at a significantly higher level than sixty-one unilinguals, matched for sex, SES, and age, on several measures of reasoning and divergent thinking. The performance of children in the bilingual program from French speaking homes, English homes and homes where both French and English were spoken was also examined. The French group, despite being most balanced in French and English linguistic skills, performed at a significantly lower level than the other two bilingual groups (but not the unilinguals) on a measure of verbal reasoning. (Author Abstract)

64. Dahlstedt, K. H. Mother tongue and the second language; A Swedish viewpoint. International Review of Applied Linguistics, 1972, 10, 133-150.

This article deals with the problem of mother tongue and second language in the Swedish context. The author emphasizes the importance on the mother tongue as a tool for learning a second language. The mother tongue must be developed in the first three years of school undisturbed by instruction in a second language. The second language should be taught and used at school in clearly separate contexts and situations. The direct method should be modified by a contrastive method which takes into consideration the different grammatical, phonological and semantic structures of the separate languages. The author does not see any reason for eliminating translation in second language learning. In the higher grades of the comprehensive school and in high school pupils should be given a course in the basic problems of bilingualism and language contact. Some aspects of the problems of bilingualism relating to nationalism are also discussed.

65. d'Anglejan, A., & Tucker, G. R. Academic report: The St. Lambert program of home-school language switch. Modern Language Journal, 1971, 55, 99-101.

A report of a program established in Quebec to promote functional bilingualism through a home-school language switch. At the primary level, reading, writing, and arithemetic were introduced via French. No attempt was made to teach the children to read in English and parents were specifically urged not to do so in the home. Each spring, a battery of tests was administered: French and English, verbal and non-verbal, I.Q. and attitudinal inventories. Results to date have been very encouraging. When compared with the control group of monolingually instructed English children, the experimental classes show no evidence of a lag in English language skills. As to attitude, it appears that the product of this program will emerge as a new type of individual--neither exclusively English nor French--who possesses a sensitivity and a positive outlook toward both of Canada's major ethnolinguistic groups. The St. Lambert study provides a minutely documented, longitudinal study of bilingual education which is being closely followed by scientists and educators not only in Quebec, but throughout the world. (Language and Language Behavior Abstracts)

66. d'Anglejan, A., & Tucker, G. R. Sociolinguistic correlates of speech style in Quebec. In R. W. Shuy & R. W. Fasold (Eds.), Language Attitudes: Current trends and Prospects. Washington, D.C.: Georgetown University Press, 1973, 1-27.

The picture which emerges clearly from these data suggests an awareness of language variation on the part of French Canadian students, teachers and workers from three disparate regions of Quebec. Furthermore, these Ss appear aware that there exists some undefined relationship between language and educational, occupational and social mobility. They view language as a dynamic entity which can nevertheless be influenced by external forces. The Ss perceive weaknesses in Quebec style French, particularly with respect to its phonology and lexicon; and they regard standard European French as the prestige form of language. This dissatisfaction with the way that they speak appears to be accompanied by a desire for correctness, for norms and for specific information regarding appropriate language usage to be supplied, ideally, by Canadians. The results of this study suggest several important new research directions, and in addition provide baseline data against which to measure the effects of future changes in language policy. (Author Summary)

67. d'Anglejan, A., & Tucker, G. R. Communicating across cultures: An empirical investigation. Journal of Cross-Cultural Psychology, 1973, 4, 122-130.

Employed a word-association technique with the close procedure to investigate the ability of 2 groups of 10 professional translators to communicate with English and French monolinguals. Despite the translators' high level of sophistication in both languages, their own ethnic background affected significantly their ability to communicate with the monolingual groups. Mastery of 2 surface codes may not by itself assure effective communication between language groups who do not share a common cultural frame of reference. (Author Abstract)

68. Darcy, N. T. The effect of bilingualism upon the measurement of the intelligence of children of preschool age. Journal of Educational Psychology, 1946, 37, 21-44.

The problem of this investigation was to determine the effect of bilingualism upon performance on verbal and non-verbal tests of intelligence of preschool age children. Two hundred and twelve children between the ages of two years, six months and four years, five months (106 monolinguals and 106 bilinguals) were administered the 1937 Revision of the Stanford-Binet Scale, Form L, and the Atkins Object-Fitting Test, Form A. The two groups were divided into four age levels, there were an equal number of males and females in both groups at each of the age levels, and socioeconomic status as determined by paternal occupations was controlled. Results showed that monolingual subjects were superior to bilingual subjects on the Stanford-Binet Test when divided according to age and sex and also when the age groups and sexes were combined. Conversely, bilinguals were found superior on the Atkins Test when divided according to age and sex when the age groups and sexes were combined. It is suggested that the bilinguals of this investigation suffered from a language handicap in their performance on the Stanford-Binet Scale.

69. Darcy, N. T. The performance of bilingual Puerto-Rican children on verbal and non-language tests of intelligence. Journal of Educational Research, 1952, 45, 499-506.

The problem of this investigation was to determine the performance of bilingual Puerto Rican children on verbal and on non-verbal tests of intelligence. The subjects were 117 boys and 118 girls of Puerto Rican parentage who were in grades five and six in two public schools in New York City, and who heard and spoke Spanish at home, whereas, they received their instruction in English. The age range of the subjects was from 124 months to 178 months. The subjects were administered the Pintner General Ability Test, Verbal series, Intermediate Test, Form B, and the Pintner General Ability Test, Non-Language series, Form K. Results showed that the subjects performed better on the Pintner Non-Language Test. The difference between the mean I.Q.s revealed by each of the tests was 8.62 in favor of the Pintner Non-Language Test. The coefficients of correlation between the two tests were found too low to warrant the substitution of one test for the other.

70. Darcy, N. T. A review of the literature on the effects of bilingualism upon the measurement of intelligence. Journal of Genetic Psychology, 1953, 82, 21-57.

This comprehensive survey of the literature on the intellectual and educational effects of bilingualism includes several studies of varying methodological quality and conclusions. The selection of studies was divided in three sections: (1) studies in which bilingualism was found to have a favorable effect upon the measurement of intelligence; (2) studies in which bilingualism was found to have an unfavourable effect upon the measurement of intelligence; and (3) studies in which bilingualism was found to have no effect upon the measurement of intelligence. The general trend of this selection of studies has been toward the conclusion that bilingual subjects suffer from a language handicap when measured by verbal tests of intelligence.

71. Darcy, N. T. Bilingualism and the measurement of intelligence: Review of a decade of research. The Journal of Genetic Psychology, 1963, 103, 259-282.

The purpose of this article is to review the studies on the effect of bilingualism on the measurement of intelligence in the decade preceding 1963. The author also gives some attention to some of the problems related to this field of research, such as: divergent definitions of the term 'bilingualism', determining degrees of bilingualism, types of intelligence tests used, isolation from other environmental factors, tests with time limits, optimum age to learn a second language, and relation of language to conceptual thinking. The selection of studies is divided in three sections: (1) studies of Spanish-English bilinguals; (2) studies of Welsh-English bilinguals; and (3) studies of other bilingual subjects. The conclusions of these studies are reported and discussed with regards to some of the problems mentioned above. It is concluded that bilingualism is not uniform as to kind, and that its influence on individuals of different races and in different environments cannot be predicted without a greater amount of research than that which has been offered so far.

72. Dartigue, E. Bilingualism in the nursery school. French Review, 1966, 39, 577-587.

This article describes a bilingual Nursery School (the United Nation Nursery School in Paris) in which two thirds of the children were anglophones from other countries than France, and the other third were the French children whose parents hope that they will pick up some English or at least form positive attitudes towards it. In that nursery school, French and English were spoken most of the time. The author briefly discusses the organization of the school, the activities and linguistic improvement of the children, the interactions between children, the children's attitudes and problems of adjustment to the bilingual environment, and what happened to children's acquired

language skills after their sojourn at the school. It is concluded that the child under 5 years of age learns a new language in order to be understood, because there is a vital need in his life to learn the new language. Positive attitudes towards the new language are said to develop through happy experiences with friendly persons in sympathetic surroundings where the learning is spontaneous and done unconsciously.

73. Deutsh, S. E., & Won, G. Y. M. Some factors in the adjustment of foreign nationals in the United States. Journal of Social Issues, 1963, 19, 115-122.

A number of specific behavioral factors were examined in a group of short term foreign trainees in the United States. The findings suggest that there are often negative experiences and attitudes which go undetected in formal studies. Exposure to prejudice, social isolation and lack of opportunity for travel are examples. However, in general the trainees seemed satisfied with their training and experience. Language facility is an important variable which influences the extent to which social experiences and training are satisfying. (Journal Abstract)

74. Diebold, A. R., Jr. The consequences of early bilingualism in cognitive development and personality formation. In E. Norbect, D. Price-Williams, & W. M. McCord (Eds.), The study of personality: An interdisciplinary appraisal. New York: Holt, Rinehart and Winston, 1968, 218-245.

For years, bilingualism has been associated with cognitive and personality disorders. The purpose of this article is to appraise the reader of the major fallacies in this popular argument. Topics such as interference and dominance, psycholinguistic and sociolinguistic variables in second language acquisition, the relationship between bilingualism and intelligence, and the relationship between bilingualism and emotional adjustment are discussed. It is argued that evidence of cognitive retardation found in the literature on bilingualism may be entirely related to non-linguistic factors (i.e., socio-economic factors, etc.). On the other hand, antagonistic pressures directed on a bilingual community by a sociolinguistically dominant monolingual society are said to, possibly, engender crises in social and personal identity and the emotional adjustment of bilinguals.

75. Dockrell, W. B., & Brosseau, J. F. The correlates of second language learning by young children. Alberta Journal of Educational Research, 1967, 13, 295-298.

This study was designed to investigate, within the limits set by the subjects available, the relationship between learning a second language and 3 theoretically relevant factors: chronological age, parental attitude and general intelligence. Parental attitude was measured by a scale based in part on Lambert's Scale. Intelligence

was measured by the Stanford-Binet scale. Achievement in French was measured by a translation of the Peabody Picture Vocabulary Scale (beginning and end of the school year), a teacher estimate of improvement in pronunciation, and a teacher estimate of general comprehension of spoken French. The sample included 40 children. The results show that the 3 major predictors correlate most highly with the improvement in vocabulary as measured by the Peabody test and that chronological age is the most significant predictor. The older children showed a greater increase in vocabulary than did the younger children. Parental attitude was marginally significant. The multiple correlation with improvement in aural comprehension is low and only chronological age is a significant predictor. For improvement in pronunciation, the multiple correlation is not significant. Their conclusion: there are no advantages to beginning second language instruction at age four rather than age six.

76. Donoghue, E., Beneteau, Y., & McInnis, C. E. Experimental French programs in the Carleton Roman Catholic Separate School Board. The Canadian Modern Language Review, 1975, 31, 246-250.

In 1970 the Carleton Roman Catholic Separate School Board introduced an experimental program of one hour of French instruction per day at the kindergarten level in five schools. French programs in the Board were gradually expanded so that by 1972 experimental French programs were in effect in selected schools at the kindergarten, grade one and grade two levels. The Intensive French Program, the Immersion Program and the Enriched French Program are briefly described. In 1973 the Franco-Bus Short-term Immersion Program was introduced. This fourth program is designed to promote a positive attitude to learning French by creating an experience in which learning French is "fun", and to motivate the children to take a greater interest and make a greater effort to learn French. This program is briefly described.

77. Donoghue, M. F. How second-language learning differs from first-language learning. Hispania, 1968, 51, 480-481.

The purpose of this paper was to outline some of the general differences between the learning of the mother tongue and a second language. First, the mother tongue learning is said to be spontaneous and unplanned, whereas second language learning is usually the result of an outlay of organized effort and expense. Memory span has been shown to be shorter in the second language than in the native language, although it increases in the second language with the approach of mastery. In first language learning, the reinforcers are said to be primary (i.e., food, control over the environment) while in the second language the nature of reinforcement is more likely to be secondary (i.e., smiles or marks). It is also argued that students of a second language usually have limited chances to practise the fundamental skills of the language. Moreover, they learn new sound discriminations but

learn to transfer familiar ones that they can already make. The order of acquiring base and surface sentence structure is said to differ diametrically between second and first language learning. Finally, the problem of interference is discussed.

78. Driedger, L. In search of cultural identity factors: A comparison of ethnic students. Canadian Review of Sociology and Anthropology, 1975, 12, 150-162.

Factor analysis of Likert-type items administered to undergraduate students suggests that modes of ethnic identification can be described in terms of six factors: religion, endogamy, language use, ethnic organizations, parochial education, and choice of ingroup friends. A comparison of the factor profiles of seven ethnic groups revealed considerable variations. For example, the Jewish students identified strongly with endogamy and ingroup choice of friends but ranked low on the importance of religion and the use of their ethnic language. The French students' identification with their language and religion was high. Both the French and Jewish students valued parochial education. Scandinavian and Polish ethnic ingroup identification was the lowest of all seven groups compared. The modes of identification tended to vary with the historically important experiences of ethnic groups. Therefore the measures of the modes exhibited a multifactor structure. (Author Abstract)

79. Duckworth, D., & Entwistle, N. J. Attitudes to school subjects: A repertory grid technique. British Journal of Educational Psychology, 1974, 44, 76-83.

The attitudes of 600 second-year and fifth-year grammar school pupils towards their school subjects were investigated using a repertory grid developed specifically for this purpose. Attitude dimensions of 'interest', 'difficulty', 'freedom', and 'social benefit' were isolated. Rank orders of mean scores of pupils on these four scales were produced together with inter-correlations indicating the extent to which attitudes were specific to particular school subjects. (Author Abstract)

80. Dunkel, H. B. The effect of personality on language achievement. Journal of Educational Psychology, 1947, 38, 177-182.

The purpose of this investigation was to examine the relationship between specific personality traits and achievement in Latin as it is taught traditionally. It was hypothesized that students with a 'compulsive' personality would achieve higher scores in Latin. The subjects were compared on achievement in Latin, the L-score of the ACE psychological test, and the Rorschach Test. No clear conclusions were drawn, however, if not all 'compulsive' students were highly successful, none of them fell below the level which was expected on the basis of the L-score. Students with Rorschach patterns indicating good adjustment showed the same variation. It is suggested that the Rorschach as a whole is not a powerful prediction tool, although successful students tended to have higher FC and C responses.

81. Elmquist, A. M. The foreign language teacher: Background and attitudes. Foreign Language Annals, 1973, 6, 490-499.

This study explores the attitudes of modern foreign language teachers toward current aspects and trends of the profession. In order to obtain an accurate picture, the educational and linguistic background of the teachers was investigated along with attitudes toward methodology, textbooks, language laboratories, teacher preparation, and other facets of modern foreign language instruction. Data were derived from a questionnaire completed by 240 Texas teachers. Responses are 58.8% from Spanish teachers, 22.5% French, 13.3% German, and 5.4% from teachers of two foreign languages. All the teachers in the study hold at least a baccalaureate degree. Master of arts or science degrees are held by 35.4%; 89.6% have standard certification; 86.2% are certified in the language they teach. While most of the teachers use audiolingual approaches and materials, the results show that they want and try to include more traditional grammar than the textbook provides. Teachers feel the audiolingual drills need supplementing. They are disappointed with the results of language laboratories. Many feel that reading and writing need to be introduced much earlier than is the practice. The need for better preparation for foreign language teaching is revealed. In general, teachers are pleased with their choice of profession; only twenty wish they had chosen another career. (Author Abstract)

82. Ervin., S. M. Language and TAT content in bilinguals. Journal of Abnormal and Social Psychology, 1964, 68, 500-507.

Adult French bilinguals told TAT stories on 2 different occasions for the same pictures, in French at one session, in English at the other. Predictions derived from studies of child-rearing practices and values in the 2 countries were made regarding expected content differences in the 2 languages. Of 9 predicted content differences, 3 were statistically significant. Achievement themes were more common in English in the women subjects. Verbal aggression against age peers, and autonomy or withdrawal from others were more common themes in the French stories. In these respects, content shifted with language, for the same individual at 2 different sessions. (Author Abstract)

83. Ervin-Tripp, S. An Issei learns English. Journal of Social Issues, 1967, 23, 78-90.

The article reports the findings of an investigation of the factors which contribute to the learning of English by Japanese immigrants to the United States. The subjects were 36 Japanese women who married U.S. soldiers and came to live with them in the U.S. (they thus are first generation, Issei). Their skills on a variety of English tests were correlated with a number of psycholinguistic and sociolinguistic variables. It was found that the number of years

spent in the U.S. was the strongest predictor of fluency in English. But for mastery of English morphological rules and pronunciation, reading was important. In order to study the effect of language on content, monolingual norms for a variety of tests were determined; the performance of the Issei on these tests was related to these norms. The Issei showed gross shifts in content with shift in language. These findings cannot be explained adequately by self-instructions to give typical responses. In general, subjects' responses when given in Japanese resembled the Japanese monolingual controls; when given in English they resembled the unilingual English controls. However, content shift was not simply a function of language, as subdivision of the data showed. Friendship patterns in the U.S. were shown to have a bearing on the results. (Author Abstract)

84. Feenstra, H. J. Parent and teacher attitudes: Their role in second-language acquisition. Canadian Modern Language Review, 1969, 26, 5-13.

The purpose of this paper was to outline some of the recent research in the area of parent and teacher attitudes toward the learning of a second language and the effect of these on a child's subsequent language performance. Recent studies have indicated that both language aptitude and a complex of attitudinal-motivational variables are related to French achievement. Students who had a favourable attitude towards French and were willing to integrate with French-speaking community (integrative orientation) scored significantly higher on French Achievement Tests. The parents were found to play a role in the children's attitudes toward other ethnic groups. Integratively-oriented students also tended to come from homes where the parents also professed an integrative orientation, and where they had a favourable attitude toward the other ethnic group. The author distinguishes two roles of the parent which are relevant to his child's success in a second-language program: the active and the passive roles in motivating the child. The teacher attitudes are also discussed in relation to Indian student's motivation to learn English. Finally, cultural barriers and peer pressures are said to interfere with second-language acquisition.

85. Fellman, J. Language and national identity: The case of the Middle East. Anthropological Linguistics, 1973, 15, 244-249.

Linguistic independence is intimately tied to national independence. As long as a new nation does not succeed in forming a unique national identity, it will not be able to forge a unique linguistic identity. Rather it will remain under the influence--often overbearing--of foreign--generally international--languages and cultures. Only when a secure national identity is established, will a secure linguistic identity inevitably follow, even if heavy foreign influence--linguistic or otherwise--still continues. The languages of the modern Middle Eastern nations are considered within the framework of the above statements. (Author Abstract)

86. Ferguson, C. A. Diglossia. Word, 1959, 15, 325-340.

The diglossia phenomenon in speech communities is very widespread, even though it is rarely mentioned. The purpose of this article is to characterize diglossia by picking out four speech communities and their languages which clearly belong in this category, and describing features shared by them which are relevant to the classification. The defining languages selected are Arabic, Modern Greek, Swiss German, and Haitian Creole. For convenience, the author refers to the superimposed variety of speech in diglossia as 'high' variety, and to the regional dialects as 'low' varieties. The features of diglossia discussed in this article are: specialization of function for 'high' variety and 'low' varieties of languages, prestige of each variety, literary heritage, method of acquisition, standardization, stability of diglossia, grammar, lexicon and phonology. This paper concludes with an appeal for further study of this phenomenon and related ones.

87. Fertig, S., & Fishman, J. A. Some measures of the interaction between language, domain, and semantic dimension in bilinguals. Modern Language Journal, 1969, 53, 244-249.

Analysis of variance design is utilized to determine the significance of the semantic differential with the sociolinguistic construct of language and domain. It is shown that value clusters and the languages of bilinguals are differentially domain related. (Language and Language Behavior Abstracts)

88. Findling, J. Bilingual need affiliation and future orientation in extragroup and intragroup domains. Modern Language Journal, 1969, 53, 227-231.

Two experiments were conducted to determine whether need affiliation and future orientation are differentially reflected in the language of Spanish-English bilinguals and whether such differences, if found, are explainable in terms of domain characteristics. Two groups of Puerto Rican Spanish-English bilinguals living in the Greater New York area were tested. Over all results supported the general notion that need affiliation and future orientation vary in degree from spheres of activity in which Spanish is most commonly used to spheres of activity in which English is most commonly used. In addition, the variations are capable of being differentially reflected in the language of Puerto Rican Spanish-English bilinguals.

89. Findling, J. Bilingual need affiliation, future orientation, and achievement motivation. In J. A. Fishman (Ed.), Advances in the Sociology of Language. (Vol. II). The Hague: Mouton & Co., 1972, 150-174.

Need affiliation, future orientation and achievement motivation scores were obtained in Spanish and in English from three groups of

Puerto Rican bilinguals living in or around the city of New York. Each subject in each group served as his own control and the tests administered made use of linguistic content typical of different domains of bilingual usage. In general, higher scores were obtained in English than in Spanish. Greater need affiliation and achievement motivation scores were also observed in extragroup domains over which social control is in the hands of Puerto Ricans. However, future orientation scores were greater both in clearly extragroup and in clearly intragroup domains than in more intermediate domains over which social control is mixed. (Author Abstract)

90. Fisher, R. I. A study of non-intellectual attributes of children in a first grade bilingual-bicultural program. Journal of Educational Research, 1974, 67, 323-328.

A study of a first grade bilingual-bicultural program was made to determine the effect of the program on three non-intellectual attributes of children: (1) self concept, (2) self descriptions, and (3) stimulus seeking activity. Results indicate that the bilingual-bicultural program significantly enhances the self concepts of girls but not boys. The primary effect of the program on self descriptions appears to be in providing a situation where Chicanos no longer feel "picked on" and where their feelings of unhappiness as expressed earlier in the program are alleviated. In terms of changes in stimulus seeking activity, i.e., openness to environmental stimuli, there seems again to be a sex difference with girls showing a significant improvement and boys showing no significant change. The control group showed no significant changes in self-concept or in stimulus seeking activity for either sex. (Author Abstract)

91. Fishman, J. A. Degree of bilingualism in a Yiddish school and leisure time activities. Journal of Social Psychology, 1952, 36, 155-165.

The purpose of this investigation was to answer four questions: (1) How do groups differing in degree of bilinguality compare as to the extent of their preferences for active leisure time activities of all kinds?; (2) How do these same groups compare as to the extent of their preferences for active leisure time activities which require substantial interaction with others?; (3) How do these same groups compare as to the priority which they assign to active leisure time activities from among all of the voluntary activities which they favor?; and (4) To what degree do these same groups assign top priority to the same activities? It was hypothesized that differentiable degrees of bilingualism should not make any difference in their preferences in the area of leisure time activities. The results confirm the hypothesis. It was impossible to distinguish groups varying in degree of bilinguality on the basis of their reported leisure time activities.

92. Fishman, J. A. Bilingualism with and without diglossia; diglossia with and without bilingualism. Journal of Social Issues, 1967, 23, 29-38.

Bilingualism is an individual competence. Diglossia is its societal counterpart. Bilingualism and diglossia co-exist in societies that utilize two or more languages for their own, carefully compartmentalized, intragroup purposes and, at the same time, provide for easy role access and code access. Such access is singularly lacking in societies marked by diglossia without bilingualism. These represent instances of imposed political or religious unity with underlying socio-cultural disunity. Widespread individual monolingualism under such circumstances is often due to emphasis on ascribed status coupled with the polarization of rigidly compartmentalized roles. Bilingualism without diglossia is typical of settings in which populations have undergone large scale and rapid social change (industrialization, urbanization, immigration, etc.) to the end that social norms for intragroup language regularities have crumbled or never been established. Both bilingualism and diglossia are absent in small, undifferentiated and isolated societies but even these develop some speech repertoire differences if only for metaphorical or stylistic purposes. Social issues concerning bilingualism or diglossia occur in those cases where one is present without the other. (Author Abstract)

93. Fishman, J. A. A sociolinguistic census of a bilingual neighborhood. American Journal of Sociology, 1969, 75, 323-339.

An intensive language census in a bilingual Puerto Rican neighborhood in Jersey City was found to yield reliable data, particularly for items dealing with demographic variables and literacy questions. The language questions yielded R-factors which showed institutional separation (home, work, religion) as well performance separation (speaking, reading, writing). Claiming patterns yielded Q-factors whcih differentiated between socially less and socially more mobile and accomplished adults, between outwardly and inwardly oriented youngsters, and between all the foregoing groups and housewives and their minor children. Analyses of variance of factor scores pertaining to Spanish literacy, oral Spanish, English (oral and literate) indicated that age, birthplace, generational range of household, and occupation of head of household tended to be significant main effects in each instance. However, their incremental and cumulative value, and also that of the interaction between age and generational range, varied greatly from one factor to the next. (Language and Language Behavior Abstracts)

94. Fishman, J. A. The measurement and description of widespread and relatively stable bilingualism. Modern Language Journal, 1969, 53, 152-156.

The purposes of the study were (1) to maintain as close a link to small-group sociolinguistics as possible while developing data

gathering and data analysing techniques that might be of value in the study of widespread and relatively stable bilingualism in large and complex social environments; and (2) to involve various disciplines in the study of widespread and relatively stable bilingualism and to subject each of them to sociolinguistic criticism and revision. The target population was a simple Puerto Rican neighborhood in Jersey City, New Jersey. In addition, three contrast populations were also examined. (Language and Language Behavior Abstracts)

95. Frasure-Smith, N. E., Lambert, W. E., & Taylor, D. M. Choosing the language of instruction for one's children: A Quebec study. Journal of Cross Cultural Psychology, 1975, 6, 131-155.

It is not unusual in Quebec to find English Canadian parents sending their children to French language schools and French Canadian parents sending their children to English language schools. Why some parents decide on this form of language experience for their children was the focus of this investigation. We examined in some detail the ethnic identity patterns and motivations of selected subgroups of French and English Canadian parents and compared those who send their children to "other" language schools with those whose children attend schools where the home language is used as the medium of instruction. All parents agreed on the benefits of bilingualism in occupational and educational matters. In contrast, particular subsets of parents, depending upon their ethnicity, the community they come from, and the decision they make about schooling for their children, have distinctive constellations of personal motivations and ethnic allegiances. Clearly people perceive different costs and rewards associated with choice of language of schooling; this decision furthermore has implications not only for the relationships within the family but for the established network of social relationships within the community. (Author Abstract)

96. Gaarder, A. B. Organization of the bilingual school. Journal of Social Issues, 1967, 23, 110-120.

The article is directed toward sociologists and school administrators interested in bilingual education. It distinguishes carefully between adding the mother tongue and adding a second language, tries to show why more than ordinary teacher training is needed for second language work, and takes the position that the effectiveness of bilingual schooling can neither be assessed nor assured without full consideration of school organization and classroom practices. It describes an American bilingual public school, and gives some information about its pupils' achievement. (Author Abstract)

97. Gagnon, M. Echelle d'attitude à l'égard de la langue seconde--manuel et normes--anglais pour Francophones. Montréal: Lidec Inc., 1970.

Description of the construction and validation of Gagnon's scale on a sample of 4,249 subjects from Ontario, Quebec and New Brunswick. This paper contains guidelines for interpreting results on the test (national and local norms) as well as indices of internal validity (item-total and split-half reliability). An index of external validity is also provided.

98. Gagnon, M. Attitude à l'égard de la language anglaise. Montréal: Lidec Inc., 1972.

Study of attitude toward English across ten administrative regions of Quebec (n=8,046). Region, age (13-19), and sex were found to be significant factors. In addition, it was found that the student's desire to communicate, the age at which instruction begins and the teacher's were important determinants of attitude. Students who had the most positive attitudes toward English were also those who thought highly of the cultural value of learning it.

99. Gagnon, M. Quelques facteurs déterminant l'attitude vis-a-vis l'anglais, language seconde. In R. Darnell (Ed.), Linguistic diversity in Canadian society (Vol. II). Edmonton: Linguistic Research Inc., 1974.

From a sample of 4,249 subjects from Quebec, Ontario and New Brunswick, analyses of variance were computed on attitude scores using as factors, region, sex, and age. Girls were more favourably predisposed to learn English than boys, New Brunswick subjects were found to have a more favourable attitude toward English than the French-Ontarians, and the latter had a more favourable attitude toward English than the Quebec francophones. An attempt is made at establishing the external validity of the test through computation of t-tests between the mean attitudes of different categories of English achievement. Four out of 23 of the comparisons were statistically significant.

100. Game, A., Edwards, H., & Smyth, F. Second-language programs in the Ottawa Roman Catholic School Board. The Canadian Modern Language Review, 1975, 31, 252-256.

In 1968, after the Ontario Bill 140 had been passed, the Ottawa Roman Catholic Separate School Board established a committee on "Teaching of French as a Second Language" which was to research and recommend sound second-language programs to be implemented in its English-language schools. The major objectives of the new programs proposed were to offer two alternatives, leading to two different

levels of proficiency: "Balanced bilingualism" attainable through an "Immersion Program" and "Functional bilingualism" attainable through an "Extended Program". Both programs and their philosophy are briefly described. Paralleling the development of the Immersion and Extended programs, a longitudinal research project was begun in 1970-71, having as its purpose to assess over an eight-year span the relative effectiveness of the programs with reference to the pupils' English- and French-language skills, academic achievement, and selected personality and attitudinal variables, as well as the viewpoints of teachers and principals concerning the progress of pupils in the two programs. The results of the grade one to three evaluation are briefly discussed.

101. Garcia, A. B., & Zimmerman, B. J. The effect of examiner ethnicity and language on the performance of bilingual Mexican-American first graders. Journal of Social Psychology, 1972, 87, 3-11.

The influence of examiner ethnicity and language on the bar pressing behavior of 40 bilingual Mexican-American first graders was studied. An Anglo and a Mexican-American female examiner individually worked with two groups of children praising them in Spanish and then in English or the reverse language order during two experimental phases. The ethnicity main effect and order by language interaction attained significance. Ss praised by the Mexican-American examiner exhibited higher response levels than those praised by the Anglo examiner. While effectiveness of Spanish praise was not affected by either, that of English increased when dispensed after Spanish. Limitations of the study and implications for bilingual education were discussed. (Author Summary)

102. Gardner, R. C. Motivational variables in second-language learning. International Journal of American Linguistics, 1966, 32, 24-44.

This paper is concerned with the variables responsible for individual differences in second-language achievement, but the emphasis is on motivation. The author describes the basic design of the studies, the logic of the statistical analyses, and the theoritical background underlying the research he conducted with Dr. W. E. Lambert, and then presents the main findings. It was found, for example, that two independent factors are important for the successful acquisition of a second language: the language aptitude and the complex of attitudinal and motivational variables. Some further attention is given to the importance of parents' attitudes on the child's orientation toward second-language learning and the importance of the integrative motivational orientation in different social contexts.

103. Gardner, R. C. Attitudes and motivation: Their role in second-language acquisition. TESOL Quarterly, 1968, 2, 141-150.

The article is a review of the research related to the role of the parent in second-language acquisition. It is argued that attitudinal-motivational characteristics of the student are important in the acquisition of a second language. The nature of these characteristics suggest that the truly successful student (i.e., the one who will acquire communicational facility with the language) is motivated to become integrated or to be like the valued members of the other language community. This integrative motive appears to derive from the attitudinal characteristics in the home and must be fostered by an accepting attitude, by the parents, concerning the other language group. And finally, the process of second-language acquisition involves taking on behavioral characteristics of the other language community and the fact that the child will experience resistance from himself and pressures from his own cultural community.

104. Gardner, R. C. Ethnic stereotypes: Their consequences for second-language acquisition. Research Bulletin No. 262, Department of Psychology, University of Western Ontario, 1973.

This paper is concerned with the influence of community beliefs on the language learning situation. Two questions are raised: (1) whether ethnic stereotypes can influence the relative success of second-language acquisition; and (2) what effect second-language programs have on ethnic stereotypes. It was found that stereotypes can have a facilitative or inhibitory effect on second-language acquisition in that they establish the way in which the community views the desirability of learning a second language. It is suggested that differences of stereotypes toward French Canadians in different Canadian communities could reflect themselves in differential achievement in French. However, the exposure to French classes did not result in any great changes in the stereotypes of English-speaking students.

105. Gardner, R. C. Motivational variables in second-language learning. Proceedings of the Fifth Symposium of the Canadian Association of Applied Linguistics, 1974, 45-73.

Earlier findings of over a decade and a half of the author's research are summarized: (1) measures of language aptitude were related to English-speaking student achievement in French; (2) attitudes toward French Canadians were positively related to measures of French, but they were also related to students' motivational intensity, and the expression of integrative reasons for studying French; and (3) the language aptitude component was independent of the integrative motive component. The same findings were obtained in different settings in North America, such as Montreal, London (Ontario) Maine, Louisiana, and Connecticut . The basis of a social psychological model of second-language acquisition is presented. The major features of influence

on second-language acquisition are said to be the social milieu, individual differences, and second-language acquisition contexts. Then the characteristics of the individual which seem to reflect his motivation to learn a second language are presented under four major headings: Group Specific Attitudes, Course Related Characteristics, Motivational Indices, and Generalized Attitudes. Recent studies have shown that in the initial phases of second-language learning, motivational variables are relatively more important in determining achievement than are language aptitude and intelligence. As the student becomes more proficient aptitude and intelligence take on greater significance. Finally, attention is given to the foreign language drop-out problem.

106. Gardner, R. C. A social psychologist communicates with the modern language classroom teacher. Invited address, Fourth International Conference of the Ontario Modern Language Teacher's Association and the New York State Association of Foreign Language Teachers: Toronto, March, 1975.

The author presents a theoretical analysis of second-language acquisition and indicates some practical implications of this model. The research conducted by W. E. Lambert and R. C. Gardner is briefly reviewed, as well as other ancestors of the present theoretical model. The notions of anomie, integrative orientation to language learning, and attitudinal/motivational aspects of second-language acquisition are discussed. The proposed model consists of four segments or sources of influence on second-language learning: (1) social milieu, (2) individual differences, (3) formal language training context, and (4) informal language experience. The relationships among intelligence, language aptitude, and motivation are discussed, though the importance of motivation is especially emphasized. Finally, five practical applications are proposed: (1) attitudinal/motivational characteristics can be changed, though not easily, (2) if attitudes toward the language and the learning situation are made positive, motivation will increase, (3) knowing the feelings of the community about a second language may be useful for course planning, (4) since potential drop-outs can be identified, remedial procedures can be adopted in time, and (5) the reliable battery of measures developed by the Language Research Group at the University of Western Ontario can be useful for program evaluation purposes.

107. Gardner, R. C., Kirby, D. M., Smythe, P. C., Dumas, G., Zelman, M., & Bramwell, J. R. Bicultural excursion programs: Their effects on students' stereotypes, attitudes and motivation. The Alberta Journal of Educational Research, 1974, 20, 270-277.

This report summarizes the results of an evaluation of a bicultural excursion program undertaken by grade 8 students. The purpose of the evaluation was to determine the extent to which students' stereotypes, and attitudes were influenced by a brief four-day excursion to another

linguistic/cultural community. Students were tested before and after the excursion. The results indicated that the students benefited by a greater appreciation of the other linguistic/cultural community, more favorable attitudes towards that group, and an increased interest in learning the language for integrative reasons. The pedagogical implications of bicultural excursion programs are discussed. (Author Abstract)

108. Gardner, R. C., & Lambert, W. E. Motivational variables in second-language acquisition. Canadian Journal of Psychology, 1959, 13, 266-272.

Montreal high school students studying French as a second language completed a battery of tests including measures of linguistic aptitude, verbal intelligence, and various attitudinal and motivational characteristics. Analysis of the intercorrelations of these tests yielded two orthogonal factors equally related to ratings of achievement in French: a "linguistic aptitude" and a "motivational" factor. It was also found that maximum prediction of success in second-language acquisition was obtained from tests of: verbal intelligence, intensity of motivation to learn the other language, students' purposes in studying that language, and one index of linguistic aptitude. (Author Abstract)

109. Gardner, R. C., & Lambert, W. E. Language aptitude, intelligence, and second-language achievement. Journal of Educational Psychology, 1965, 56, 191-199.

This study demonstrates that measures of intelligence are relatively independent of both language aptitude and second-language achievement, and moreover, that different second-language skills are related to different abilities. A factor analysis of 24 variables (n=96 high-school students) yielded 7 orthogonal factors. Four of these were composed primarily of indexes of second-language skills suggesting relatively independent dimensions of achievement. Each of these factors also included one different measure of language aptitude indicating that these dimensions of language achievement were dependent upon different abilities. A fifth factor appeared to describe much of the variance common to the measures of language aptitude but included measures of language achievement and reasoning skills. Two additional factors defined as "intelligence" and "verbal knowledge" were orthogonal to the other factors. (Author Abstract)

110. Gardner, R. C., & Santos. E. H. Motivational variables in second-language acquisition: A Philippine investigation. Research Bulletin No. 149, Department of Psychology, University of Western Ontario, 1970.

The role of motivation and the nature of motivational variables in second-language acquisition had been investigated mainly in Quebec, Ontario, Maine, Louisiana, and Connecticut. The purpose of the present study was to examine the importance of the integrative motive in second-language learning in a community where the second language has definite instrumental value. The subjects for this study were 103 senior high school students, residents of a suburb of Manila, Philippines, who had completed 6 years of formal training in English. Subjects were required to respond to a battery including 47 variables covering a broad range of scholastic, linguistic, social, and psychological areas. Parents of subjects were also required to complete the questionnaire. The results suggest that although the relationship between an integrative motive and second-language achievement was demonstrated, second-language acquisition should be viewed in a larger social psychological context. In the Philippines context, instrumentally-oriented students who received support from their parents for this orientation were found to be more successful in acquiring the second language than students not evidencing this supported type of orientation. These results, however, also support the view that the acquisition of a second language requires that students identify with the second language community (i.e., evidence an integrative orientation) and that the motivation to learn a second language is dependent upon this identification.

111. Gardner, R. C., & Smythe, P. C. Second-language acquisition: Motivational considerations. In S. T. Carey (Ed.), Bilingualism, Biculturalism & Education. Edmonton: University of Alberta Press, 1974, 11-30.

This paper is concerned with the role of motivation in second-language learning. Some attention is given to the recent decline in the percentage of enrollment in French classes in Canada. Though the main purposes of this paper are: (1) to review some of the early research that R. C. Gardner and W. E. Lambert conducted to study motivational and attitudinal correlates of French achievement; (2) to present a more recent project conducted by R. C. Gardner and P. C. Smythe which improves upon the earlier studies; (3) to discuss how the relationship between motivational variables and second-language achievement appears to change as a function of the age and level of training of the student; and (4) to present data indicating that a reliable and valid battery of attitudinal/motivational tests now exists for assessing important predictors of second-language achievement.

112. Gardner, R. C., & Smythe, P. C. The integrative motive in second-language acquisition. In S. T. Carey (Ed.), Bilingualism, Biculturalism & Education. Edmonton: University of Alberta Press, 1974, 31-45.

The aim of this paper is to discuss three aspects of the research conducted by the authors: (1) the drop-out problem and the role that the integrative motive plays in orienting students to persevere with their second-language training; (2) the role that incentive programs play in motivating students to learn a second language; and (3) some effects that exposure to a second-language program has on the student. Students who express an integrative orientation are found to expend more effort in their attempts to learn French, evidence a greater desire to learn French, have more favourable attitudes toward learning French, perceive the French course and the French teacher more positively, and express more favourable attitudes toward groups who speak French. Further, these students tend to be non-anxious in the French class, non-ethnocentric, non-authoritarian, non-machiavellian, but to evidence some dissatisfaction with their role in society. The motivation to learn a second language is said to encompass a series of attitudinal orientations on the part of the student and not simply the expression of considerable effort to acquire the language. Integratively-oriented students were less likely to drop out of their French classes. It was also found that English-speaking students exposed to a bicultural experience (Incentive Program) in a francophone setting developed more positive attitudes toward French-speaking people. Finally, the effects of exposure to French instruction as a function of grade on attitudes, motivation and the perception of the course are discussed.

113. Gardner, R. C., & Smythe, P. C. Motivation and second-language acquisition. Canadian Modern Language Review, 1975, 21, 218-230.

This article is concerned with the importance of motivation in second-language learning. A recent taxonomy of the 16 motivational characteristics in second-language learning is presented under four major headings: (1) Group Specific Attitudes; (2) Course Related Characteristics; (3) Motivational Indices; and (4) Generalized Attitudes. Measures of language aptitude were found to be independent of the attitudinal/motivational measures though both were related to the measures of English-speaking pupil's achievement in French. The motivational factor is said to encompass several inter-related variables. This motivational complex describes what has been refered to as the 'Integrative Motive'. Integratively-oriented students were found to have much more positive attitudes and to achieve better in French than students lacking this motivation. Further, these students were much less likely to drop out of their French course. The effects of a bicultural excursion have also been investigated and the results revealed that the English-speaking students involved in this excursion expressed more favourable attitudes toward French Canadians and a greater interest in learning French for integrative reasons after the trip.

114. Gardner, R. C., & Smythe, P. C. Second language acquisition: A social psychological approach. Research Bulletin No. 332, Department of Psychology, University of Western Ontario, 1975.

This report summarizes the results of a two-year research project designed both to investigate factors which promote second-language acquisition and also to monitor changes in these factors associated with increased training and proficiency in the second language. The aim of this evaluation was not to examine specific successes and failures of the school French program existing in London, Ontario, but was rather focused on the pupils as learners of a second language. The authors tried to present a non-technical description of the analytic statistical procedures used in this study, as well as a description of the test construction phase of the attitude/motivational test battery, the relationship among attitude/motivational tests and several measures of French achievement. The soundness of the measuring instruments and the validation of the major findings are demonstrated. A first attempt at producing a formula by which to predict second-language achievement is also provided. Attention is given to "the foreign language drop-out problem" and to the role of consensual beliefs (or stereotypes) in second-language acquisition. Finally, the authors have attempted to integrate the results and propose a beginning of a model which with subsequent research is expected to lead to a theory of second-language acquisition. Appendices are included with more detailed information on the test materials used in both the initial study and the validation study, and the correlation matrices.

115. Garrard, D. R. Language teaching in Europe. Modern Languages, 1974, 55, 131-137.

Author's comments on his tour in Europe, visiting 62 language schools of various countries: Denmark, Sweden, Germany, Holland, Belgium, Switzerland, Italy and France. Main needs for learning a language are discussed, as well as different ways to satisfy those needs in different countries. For example, in Sweden all companies must provide 250 hours of language tuition for their immigrant workers, during work-time and with full pay. In general, the teaching methods are traditional. The most traditional methods were being used in Denmark and Holland, which were found to be the most successful countries in this sphere. Mainly because the motivation on the part of the student is so strong, since economic survival depends, for these countries, upon competence in other languages, and the quality of the teaching is very high. In the various countries, there are private language schools with highly trained teachers and sophisticated technological aids, but the good courses are expensive. The 'Total Immersion' courses remain the most effective. Germans are said to be the greatest users of tape recorders. Some interesting experiments in bilingual classes carried out in France are mentioned. However, the difficulty of finding suitably qualified teachers of a foreign language is often reported. The author notes that motivation is undoubtedly the most important single factor in language learning.

116. Garth, T. R., Elson, T. H., & Morton, M. M. The administration of non-language intelligence tests to Mexicans. Journal of Abnormal and Social Psychology, 1936, 31, 53-58.

The purpose of this study was to secure a satisfactory measure of the intelligence of Mexican children with a reliable non-language test in a city environment in the United States. Four hundred and fifty-five Mexican children, whose ages ranged from eight to sixteen years, were administered the Pintner Non-Language Intelligence Test and the Otis Classification Test. The results revealed that, age for age and grade for grade, the Mexican children are inferior to American Whites in verbal scores but they are practically equal in non-verbal test scores. I.Q.'s as measured by the non-language tests are about equal to the American White I.Q., though, for the total Mexican group, the verbal test I.Q. is 79.5. It is suggested that verbal tests are unfair to Mexican children.

117. Genesee, F., Tucker, G. R., & Lambert, W. E. Communication skills of bilingual children. Department of Psychology, McGill University, 1975. (Mimeo)

Three groups of children were tested in an interpersonal verbal communication task. Children from kindergarten, grade 1 and 2 participated. All children were native English speakers. One group attended English schools with English-speaking teachers (Control); one attended English schools with French-speaking teachers, but the pupils were all English speaking (Partial Immersion), and the third group attended French schools with French-speaking teachers and pupils (Total Immersion). The groups were comparable in terms of age, socio-economic level, and verbal and non-verbal I.Q. In the task, the children were asked to explain how to play a game to two different listeners--one, the sighted listener, could see the materials of the game in front of him; the other, the blind-folded listener, could not see the materials and, therefore, was dependent upon the subject's verbal explanation for understanding. It was found that there was no significant difference among the groups in terms of how many rules they mentioned to each listener. On the other hand, the two immersion groups, and in particular the Total Immersion group, mentioned more about the materials of the game to the blindfolded than to the sighted listener than did the Control group. The results were discussed in terms of differential sensitivity in interpersonal communication and a possible explanation for differences in the development of such sensitivity. (Author Abstract)

118. Gezi, K. Bilingual-bicultural education: A review of relevant research. California Journal of Educational Research, 1974, 25, 223-239.

A review of the literature indicates that when nonverbal ability tests are used and when socio-economic variables are controlled, bilingual children have as high IQs as monolingual children, if not higher ones in some respects. Reasons for the below-average school achievement of many culturally different students in regular school programs are discussed. (Psychological Abstracts)

119. Gilmore, G. M., Stallings, W. M., & Randall, R. S. A comment on Nedler and Sebera's "Intervention strategies for Spanish-speaking preschool children". Child Development, 1972, 43, 1035-1040.

Presents criticisms of S. Nedler and P. Sebera's (1971) study indicating that a planned Bilingual Early Childhood Educational Program was superior to a Parental Involvement Program and a traditional day-care center. The experimental design, statistical analyses, and data errors are discussed. (Author Abstract)

120. Green, J. R. A focus report: Kinesics in the foreign-language classroom. Foreign Language Annals, 1971, 5, 62-68.

The classroom presentation of authentic nonverbal behavior is gaining in acceptance as a legitimate and useful activity in the teaching of the foreign culture. Foreign-language educators who argue for the contemporary view of the foreign culture acknowledge the dearth of useful data of this type and call for the production of cross-cultural gesture inventories for each of the commonly taught languages in our schools and colleges. The colloquial dialogues found in many school and college language texts are ideally suited as carriers of nonlinguistic cultural patterns. The language teacher who is sensitive to the communicative value of nonverbal behavior and who has internalized some of the high-frequency gestures can easily gloss the dialogue with authentic foreign-culture gestures and execute them as appropriate during the presentation of the dialogue. Pupils can thus acquire important features of the foreign culture and can relate them to the social context in which they occur in the foreign environment. (Author Abstract)

121. Guiora, A. Z., Brannon, R. C., & Dull, C. Y. Empathy and second language learning. Language Learning, 1972, 22, 111-130.

The study reported here represents the culmination of the development and application of a research strategy whereby hypotheses generated in the clinical circumstance are transposed to a behavioral realm where more rigorous, reproducible, reliable, and valid experimentation is feasible (Guiora, 1970). Our concern has chiefly been to apply this strategy to the concept of empathy, choosing as the

transposed realm of behavior, language, in particular, authenticity of pronunciation of a second language. In a series of studies we investigated the hypothesis that empathy plays a significant role in the ability to authentically pronounce a second language. The measure which proved to be most successful in predicting authenticity of pronunciation was the Micro-Momentary Expression (MME) Test as modified by us. The present study confirms the original hypothesis that empathy as measured by the MME is positively related to the ability to authentically pronounce a second language. Essentially the MME measure coupled with the Verbal Mental Reasoning Test of Intelligence and a simple but apparently effective measure of motivation provide, a major contribution to the prediction of pronunciation ability. Adding the Army Language Aptitude Test as a linguistic measure, the combined instruments constitute a powerful predictive battery. (Author Abstract)

122. Guiora, A. Z., Beit-Hallahini, B., Brannon, R. C. L., Dull, C. Y., & Scovel, T. The effects of experimentally induced changes in ego states on pronunciation ability in a second language: An exploratory study. Comprehensive Psychiatry, 1972, 13, 421-428.

Tested the hypothesis that flexibility of psychic processes is critical both to empathy and second language pronunciation. The study was based on A. Z. Guiora's work regarding empathy as a comprehending process. Eight-seven college students 21 years old or older served as subjects in an experiment measuring the effects of alcohol ingestion (0-3 oz. of 90 proof liquor in mixed cocktails) on approximate pronunciation of an unfamiliar foreign language, using the Standard Thai Procedure (STP) and the WAIS Digit Symbol Test. Results indicate that ingestion of small amounts of alcohol, under certain circumstances, increased ability to authentically pronounce a second language. Findings are interpreted as supporting the hypothesis and theories about the nature of the underlying processes. (Psychological Abstracts)

123. Gumperz, J. J. The communicative competence of bilinguals: Some hypotheses and suggestions for research. Language in Society, 1972, 1, 143-154.

The author proposes a model for the description of bilingual speech which focuses on linguistic and social constraints governing the speaker's selection of variables within a single complex linguistic repertoire. The model will be tested with field data from bilingual communities in India and Austria, and results will be compared with relevant data on American English. Traditional dichotomy between bilingual and monolingual behavior is discarded and differences between the communities will be described in terms of the level of linguistic structure at which variables appear, rules governing their co-occurrence, and social meanings they communicate. The goal is to contribute to knowledge of the linguistic and social nature of code alternation, to provide new insights into communication processes in ethnically diverse societies, and to lay the basis for improved educational strategies. (Author Abstract)

124. Halpern, G., & Kirby, D. M. The French Project. Research Report 73-18, Research Centre, The Ottawa Board of Education, 1973.

Four alternative methods of teaching French are briefly described: early immersion, later immersion, core or traditional programs, and the use of French as the medium of instruction for specific content areas. A research project whose aim is to evaluate a number of different programs for the teaching of French as a second language is described. The French project tries to answer some basic questions regarding the effectiveness, and costs by comparing alternative methods of teaching French. Some attention is also given to the testing program and the administrative decisions in the project.

125. Halpern, G., Kirby, D. M., Tourigny, R., Obadia, A., & Stanutz, S. The French Project. Canadian Modern Language Review, 1975, 31, 242-245.

The purpose of this article is to provide a brief description of the experimental French Programs offered by the Ottawa and Carleton Boards of Education and to outline the research and evaluation concerned with them. The overall research objective of the French Project is to compare the effectiveness and costs of alternative methods of teaching French as a second language in order that administrative decisions regarding their relative utilities with respect to the total educational program may be made. The evaluation model requires the administration of tests and inventories to approximately 30,000 students in the fall and in the spring of the academic year 1973-74. The major emphasis of the research is placed upon changes in students' oral comprehension skills and attitudes. The research being conducted involves a number of specific French programs, each intended to achieve a different set of learning objectives or a different level of achievement for the same objectives: Immediate Immersion, Primary Immersion, traditional programs, Extended Programs, programs with different class size, and bilingual school.

126. Halsall, E. European policy and national implications for modern language teaching. Modern Languages, 1972, 53, 157-168.

This article has to do with changes in modern language teaching since 1949, and the role played by the Council of Europe and its subsidiary body, the Council for Cultural Cooperation, and by the Conference of Eruopean Ministers of Education. In 1962 the Council for Cultural Cooperation followed the wishes of the Conference of European Ministers of Education in formulating its programmes. The Ministers stressed the increasing importance of oral self-expression in foreign languages and the necessity of adapting examinations and teaching methods to suit this trend, and also to suit the needs of different types of pupil and school. They also pointed out the importance of the improvement in the methodology of modern language teaching for future teachers at any school level and the arrangements

for language specialists to spend reasonable periods abroad. The Ministers further agreed to try and promote research and experiments whose aim was to enable teachers not yet qualified for language teaching to obtain the necessary training so that the extension of modern language teaching could be carried out as soon as possible. Psychological and linguistic research was undertaken. In 1967 the major project was finished, a review of the work was made and a report was written: "Modern Languages and the World of Today". After the British pilot project, it was concluded that all primary school children were capable of learning a foreign language, that the ideal age to start seemed to be about 8 and that the advantages of the early teaching of a foreign language outweighted its disadvantages. At the same time, since the introduction of a modern language in primary schools called for much effort in the training of teachers, in the preparation of suitable material, and in providing equipment for classes, detailed planning was essential, and research and further experiments were necessary to produce results which would justify the investment. In January 1968 the Consultative Assembly of the Council of Europe approved a motion for a resolution to be debated in the autumn of the same year, urging the launching of a large scale campaign in the national parliaments to promote the teaching of modern languages. The point was made that a knowledge of a modern language should no longer be a luxury but an instrument of information available to all, since economic and social progress in Europe depends on it. New government policy is briefly described and discussed.

127. Hamayan, E., Markman, B. R., Pelletier, S., & Tucker, G. R. Differences in performance in elicited imitation between French monolingual and English-speaking bilingual children. Department of Psychology, McGill University, 1975. (Mimeo)

This study represents an attempt to describe the second-language competence of English-speaking children who are learning French as a second language. The performance of fourth and sixth-grade children, taking part in a French immersion program was compared to that of French-speaking children of the same age using an elicited imitation task. The subjects' performance on eight syntactic features was measured. French-speaking children, in general, performed better than the English children. A consistent pattern of errors by the English children indicated that they possessed a rule system for several of the features which was different from that of the child native speakers. By giving a digit span task in both languages, it was possible to rule out a confounding memory factor which may have offered an advantage to French speakers in a sentence-repetition task. (Author Abstract)

128. Hamers, J. F., & Lambert, W. E. Bilinguals' reaction to cross-language semantic ambiguity. In S. Carey (Ed.), Bilingualism, Biculturalism and Education, Edmonton, University of Alberta Press, 1974.

A series of experiments was conducted to determine if the meaning of a word in a supposedly silent language actually remains inactive when a bilingual is presumably decoding exclusively in his other language. This notion was studied with the use of cross-language semantically ambiguous words (SA words, words which in their written form exist in both languages but with a different meaning in each language). First, bilinguals were asked to give free associations to words in a mixed list of SA and non-SA, with instructions to use one of their languages only. In a second experiment, a simultaneous non-verbal clue to the language of the SA word was introduced, and in a third a minimal linguistic structure acted as a language marker. The introduction of these clues was enough to radically change the association given to SA words. Finally, a small monolingual control test was added in whcih homographs were accompanied by a similar linguistic marker in order to determine if a minimal linguistic marker would be a clue to monolinguals to one meaning of a homograph to the exclusion of the other. The results indicate (a) that both of the bilingual's languages are potentially active at any time so that the bilingual cannot shut off one language system and decode only via the other; and (b) that various aspects of sensory input are processed and integrated in the act of decoding verbal material. (Author Abstract)

129. Harris, M. B., & Hassemer, W. G. Some factors affecting the complexity of children's sentences: The effects of modeling, age, sex, and bilingualism. Journal of Experimental Child Psychology, 1972, 13, 447-455.

Assessed the effects of the complexity of sentences spoken by a model on the length and complexity of sentences spoken by 32 monolingual children hearing English sentences, 32 bilingual children hearing Spanish, and 32 bilingual children hearing English. The subjects were second and fourth graders. A clear modeling effect was found, as well as an effect of grade level on sentence length. No significant effects of sex or language were found. Results suggest that modeling can affect the complexity of children's sentences even in the absence of reinforcement or instruction to imitate. (Author Abstract)

130. Hauptman, P. C. A structural approach vs. a situational approach to foreign-language teaching. Language Learning, 1971, 21, 235-244.

Two approaches to foreign-language instruction were compared in an experiment in which American children learned Japanese. In the "structural approach," materials were sequenced in order of increased difficulty of grammatical and lexical forms. In the "situational

approach", the same materials were presented in the form of meaningful dialogues; sequencing did not depend upon the relative difficulty of grammatical and lexical items. The principal findings of the experiment were: (1) that the situational approach produced results equal to or better than those of the structural approach, (2) that the situational approach produced significantly better results among students of high language aptitude and intelligence; and (3) that there was no significant difference between approaches among students of lower aptitude and intelligence. A major implication of this study for foreign language teaching is that in elementary courses for children, it is unnecessary to sequence content materials according to the linguistic difficulty of grammatical and lexical forms. In classes which are heterogeneous or of generally high intelligence and language aptitude, sequencing by situations is more beneficial than sequencing according to relative linguistic difficulty. (Author Abstract)

131. Havel, J. E. Some effects of the introduction of a policy of bilingualism in the polyglot community of Sudbury. Canadian Review of Sociology and Anthropology, 1972, 9, 57-71.

A survey of grade 4 and 9 school children in Sudbury shows that the bilingual policy of the governments of Canada and Ontario has inspired optimism among French-Ontarians concerning the future of their language in this country. Parents, who ten years ago would have sent their children to English schools, now send them to French schools; French is spoken more often in the home. English remains predominant, but its role is changing. For some, it remains one of the two official languages; for everyone, it remains the lingua franca. Third language people have new hopes for the maintenance of their cultures. The idea of a melting pot is fading away. (Author Abstract)

132. Heard, L. E. Foreign language and the group context: expanding student roles. Foreign Language Annals, 1972, 5, 313-320.

Using principles of social psychology to structure learning experience in the foreign language classroom can provide the teacher with a workable design for instruction. Strategies for increasing student-student interaction through a variety of small-group activities from preparation of oral compositions to more ambitious intra- and cross-level teaching and tutoring projects allow for fuller student participation in classroom life. Attention to practical matters of organizing sequencing, and evaluating activities as well as considerations of administrative issues ground the strategies in the reality of the school setting. A sample of group products achieved through the group process testifies to the feasibility of implementing such strategies in the foreign language classroom. (Author Abstract)

133. Herman, S. R. Explorations in the social psychology of language choice. In J. A. Fishman (Ed.), Readings in the Sociology of Language. The Hague: Mouton & Co., 1968, 492-511.

The position of a bilingual speaker required to choose one language rather than the other in situations where either could serve as the medium of conversation may usefully be analysed as that of a person in an overlapping situation. He may be influenced by factors in the background situation or by personal needs or by the demands of the immediate situation. The choice depends upon the relative potency of these situations. Potency is regarded as a function of valence and salience, and the factor of salience is seen to be of particular importance in determining the influence of a background situation on behavior. The present preliminary paper sets out a number of hypotheses in regards to the determinants of the relative potency of the situations in language behaviour. A case history of an immigrant is presented, illustrating a pattern in regard to the fluctuations in the potency of background, personal needs, and immediate situation at various stages in the immigrant's adjustment. In this analysis the language chosen was the dependent variable. It is suggested that the choice of language may in its turn serve--subject to certain qualifications--as a behavioural index of group preferences and social adjustment. It is furthermore suggested that the analysis of the determinants of language choice may have implications for the policy of the host society in regard to the use of its language by immigrants and other newcomers. The analysis may also have relevance to problems of motivation in the learning of a second language. (Author Summary)

134. Hernick, M., & Kennedy, D. Multi-level grouping of students in the modern foreign language program. Foreign Language Annals, 1968, 2, 200-204.

The recognition of varying language abilities and objectives among students persists as the main problem in organizing foreign language programs. The principal thesis emphasizes that the foreign language sequence represents a progressive acquisition of skills, a continuum rather than a series of discrete steps. A pilot program in a senior high school shows that a modified multi-level grouping with built-in flexibility for inter-group movement of students is more successful than the conventional lock-step, one-level-per-year arrangement in motivating and retaining students. Forcing students to move too rapidly creates not only failure, but also negative attitudes toward other cultures. One of the major findings in this pilot study has been the fact that many students who operated in the sub-level groups were ready for on-level courses upon entering the third year. Further, from a 50 percent failure in the foreign language programs, this factor is now no greater than that of the English program. The positive results of this multi-level program point up the need for a reassessment of organizational patterns in recognition of the fact that larger segments of our society will be studying foreign languages. (Author Abstract)

135. Hickey, T. Bilingualism and the measurement of intelligence and verbal learning ability. Exceptional Children, 1972, 39, 24-28.

Analyzed some of the problems of measuring intelligence and verbal learning ability among Mexican-American pre-schoolers. The 160 bilingual Mexican-American Head Start subjects encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test than the 160 monolingual (Engish) subjects. Structural and idiomatic differences between the English and Spanish languages are considered as the source of the difficulty. The dangers of reliance upon methods of evaluation and prediction which are not analagous to the context of the particular learning handicap are emphasized. (Author Abstract)

136. Hildebrand, J. F. T. French immersion pilot program in Fredericton. The Canadian Modern Language Review, 1974, 31, 181-191.

The purpose of this paper is to describe the development of the design and implementation of the French immersion program in Fredericton, New Brunswick. A few points inherent to the program are discussed, such as: working the schedule, staffing, curriculum, the teaching approach, and the evaluation. Some attention is also paid to other related factors: the decentralization of the program, the transportation system, the cost of the program, and the implementation of a public kindergarten program.

137. Hildreth, G. Learning a foreign language. The French Review, 1958, 31, 307-316.

This article stresses the point that the rapid language learning in children is due to the fact that the language is an integral part of their daily living. Moreover, it is said that the children begin to learn the language immediately as a functional tool because they do their learning of the new language by the same process as the mother tongue, in a behaviorally oriented setting. The author argues that children do not achieve a second-language learning through any logical or intellectual reasoning process; this, presumably, would explain why they forget so fast. The implications of the use of cognitive methods in second-language teaching are discussed. The content of language lessons, it is emphasized, must be natural, true to life, or the college student will think language study is pointless and silly. These opinions, however, do not rest on empirical research.

138. Hill, H. S. The effects of bilingualism on the measured intelligence of elementary school children of Italian parentage. Journal of Experimental Education, 1936, 5, 75-78.

The purpose of this investigation was to examine the effect of bilingualism on the scores obtained on a variety of recognized verbal and non-verbal intelligence tests from Italian children who heard and spoke Italian at home and Italian children who heard and spoke English

at home. The two groups were matched on sex, chronological age, mental age as revealed by the National Intelligence Test, I.Q., and socio-economic background. The most prominent difference between the two groups was the ability to use and to understand the Italian dialect of the community as measured by three Italian language tests. The results showed that Italian children who hear and speak Italian at home are not inferior to Italian children who hear and speak English at home on a verbal group test of intelligence. The former group was not superior to the latter on a non-language test of intelligence, although it was found to be partially superior to Italian children who hear and speak English at home on a test of Concrete Intelligence. Italian children whose Italian is the home language observed, analysed, and recalled the parts of English words as well as those whose English is the home language. The score obtained by Italian child on non-verbal test is said to be a fair indication of the score he will obtain later on an extremely verbal test. The findings suggests that the Italian child who obtains a high score on a verbal group test is also more familiar with the Italian dialect of the community. It is concluded that the negative effect of bilingualism on the measured intelligence of Italian children who hear and speak Italian at home may be disrgarded.

139. Hill, J. H. Foreign accents, language acquisition, and cerebral dominance revisited. Language Learning, 1970, 20, 237-248.

Scovel (1969) has suggested that three factors are universally true of all speech communities: (1) that all children are equally competent in the acquisition of second languages without a 'foreign accent'; (2) that, while adults vary in the skill with which they acquire foreign languages, few adults ever rid themselves completely of foreign accents; (3) that adults can all recognize a foreign accent in their native language. Scovel has explained these factors by proposing that the ability to master the phonetic systems of second language is lost with the completion of cerebral dominance. Some information in the literature suggests that factors (2) and (3) in particular may not operate in the same way in all human societies, and that lines of explanation alternative to the cerebral dominance theory may have to be considered, based on further research in societies where language and phonation do not have the same functions that they have in American English speech communities. (Author Abstract)

140. Hobbs, N. Child development and language learning. School and Society, 1953, 78, 17-21.

This paper discusses second language learning of children in the elementary school years, (from six to 12 or 13) and outlines what potential understanding of the problem of language instruction that may come from current findings and theories of psychology and child

development. A few related topics are briefly discussed (in very general terms): the optimum time to start the teaching of a second-language, the relation between intelligence and language learning capacity, the effect of second-language learning on general intelligence, the motivational aspects of learning, and the emotional adjustment of bilinguals. It is argued that if we seek the greatest amount of learning in the least amount of time and if we are not concerned so much with elegance of expression as with effectiveness of communication, then language instruction should probably be given to adults when they strongly feel a need to use a second language. If the cultural values of language learning are considered paramount, then the traditional pattern of teaching languages in colleges is indicated. Hobbs concludes that, if better communication among men is essential to the preservation of the world community, then language learning in America should start in the elementary grades and be continued through the years of schooling and into the years of adult responsibility.

141. Horne, K. M. Optimum class size for intensive language instruction. Modern Language Journal, 1970, 54, 189-195.

Reviewed past discussions and studies on optimum size of classes in foreign language instruction. It is suggested that a class size between 5 and 9 students constitutes the ideal. Justification for this class size revolved, around the theories that (1) language is best learned as a small group activity rather than individually or on a mass basis, (2) with larger classes the students would not be allowed any speaking time, (3) students should be close enough to see and hear the instructor clearly (approximately 4-12 feet), and (4) this size group enhances the atmosphere for informal group discussion. (Psychological Abstracts)

142. Horwood, E. K. Language dropouts: Pointing some problems. Babel, Journal of the Australian Federation of Modern Language Teachers' Association, 1972, 8, 11-17.

A description of a study undertaken to establish whether the considerable drop in language enrollments in secondary schools is a recent phenomenon, or whether it is the acceleration of a trend which has been evident for a considerable period. A comparison of examination entries in all subjects at the final (sixth year) secondary level examination (Higher School Certificate) in Victoria, Australia, indicated that an increase in absolute numbers of students taking languages between 1961 and 1969 masked a steady decrease in the percentage of each year's intake of students who took any language other than English. Currently, a masked drop in absolute numbers since 1969 is accompanied by a decrease in a percentage participation of roughly the same gradient. Upon comparing enrollment patterns in other subjects, significant downward trends were also found in most formerly "classical" subjects such as chemistry, physics, and pure mathematics. This apparent trend away from the traditionally "academic"

subjects may be a reflection of widening choice in schools, the larger proportion of students remaining in school, the removal of a compulsory language at matriculation for entry into an Arts course, or plain antipathy to cumulative subjects. Language teaching must accomodate itself to the fact that it is very difficult to start late in any of the downward trending cumulative subjects, and must modify its programs to encourage wider participation. Analysis of the sex break down of the language learning population at the secondary level showed that girls predominate to a very marked degree. The effect of such high female participation on future language teacher recruitment and retention, and the effect of an apparent "feminization" of language teaching and learning in discouraging further male participation, is a matter of significance for educational planners. (Language and Language Behavior Abstracts)

143. Howe, M. J. A., Gordon, R., & Willman, L. S. Motivational factors in learning a foreign language. Peabody Journal of Education, 1969, 47, 26-31.

A brief synthesis of previous research leads the authors to conclude that motivational considerations are of importance in foreign language acquisition. Furthermore, in order to become really proficient the learner must be aware of and willing to acquire subtle aspects of the cultural behaviour.

144. Huntsman, B. Some sociological factors in bilingual schooling. TESOL Quarterly, 1972, 6, 255-261.

Recent studies in some sociological aspects of second language learning have indicated that orientation toward the second language culture group may be a predictive factor in success in learning. Sociological studies show that students tend to be unrealistic about jobs they expect to have, especially in terms of the educational and sociological requirements of the occupations. Yet often, especially in the higher grades, justification for learning a second language, particularly a dominant culture language, is based on such claims as its necessity for obtaining a "good" job. It is important that the classroom teacher be aware of the role that orientation and job aspiration may play in the bilingual setting, and that she base her justifications for learning on the evidence coincident with the pupils' own aspirations and orientations. (Language and Language Behavior Abstracts)

145. Hymes, D. Models on interaction of language and social setting. Journal of Social Issues, 1967, 23, 8-28.

The study of bilingualism is a part of the more general study of code repertoires and code-switching. Every community is characterized by a variety of codes and by rules for choosing and switching among them. The study of such variety and such rules is in turn part of

the general study of sociolinguistic systems. Such systems, understood as the rules governing speaking in a community, differ significantly cross-culturally in ways that affect the role of language in thought and in social life as a whole. There is need for a taxonomy of such systems and a model, or theory, for their description. The author's present work toward a taxonomy and model is lined to investigation of cross-cultural differences in the acquisition of speaking by children. Among the notions found essential are notions for social units of analysis, such as speech community, speech area, speech field, speech network, speech event, and speech act; and notions for the components of speech events that enter into the statement of rules of speaking. Some of the problems and limitations of the formal statement of rules for speaking are suggested. (Author Abstract)

146. Ianco-Worrall, A. D. Bilingualism and cognitive development. Child Development, 1972, 43, 1390-1400.

Limited to one definition of bilingualism, namely, dual-language acquisition, in a one-person, one-language home environment, experiments were designed to test Leopold's observations on the earlier separation of word sound from word meaning by bilingual compared to matched unilingual children. Attention to meaning or to sound of words was tested with the semantic and phonetic preference test, a two-choice test in which similarity between words could be interpreted on the basis of shared meaning or shared acoustic properties. The notion that bilingualism leads to the earlier realization of the arbitrary nature of name-object relationship was tested with the questioning technique described by Vygotsky. This called for the explanation of names, whether names can be interchanged and, when names are interchanged in play, whether the attributes of the objects change along with their names. The results support Leopold's observation on the earlier separation of sound and meaning by bilingual children. (Author Abstract)

147. Imhoof, M. Extending language action. Language Learning, 1972, 22, 189-201.

A theory of language pedagogy, particularly with respect to the teaching of English to so-called non-standard speakers, most rely on the research contributions of linguistics, psycholinguistics, and sociolinguistics. But language pedagogy models of the past, perhaps relying too heavily on contributive disciplines, particularly descriptive contrastive analysis, tended to ignore the social (economic, racial, cultural) reality of the learner. New language programs with the professed purpose of improving communicative and academic competence must also draw on the individual's learning/communication strategies as a base for language instruction. Some of the strategies can be formalized for instructional purposes in a model-Extending Language Action (ELA). ELA provides the framework for language instruction which extends the learner's language ability through participation in social actions that place him in new and sometimes unexpected language producing situations. (Author Abstract)

148. Jacobsen, M., & Imhoof, M. Predicting success in learning a second language. Modern Language Journal, 1974, 58, 329-336.

The purpose of this study was to identify some factors affecting success in learning a second language. Extra-linguistic factors were examined in the experiences and backgrounds of Protestant missionaires currently residing in Japan who had a minimum of two years of intensive language study. Six extra-linguistic factors were investigated: multi-linguality, semantic space sensitivity, formal education, Japanophilia, musical training, and introduction of Kanji. The conclusions were drawn from 600 questionnaires part of which was devoted to a self-report inventory of present speaking in Japanese. The subjects were divided in five groups according to their proficiency. For men the five best predictors were: linguistic exposure, arrival age, developed aptitude, cosmopolitan japanophilia, and satisfaction. For women the best predictors were: cosmopolitan japanophilia, linguistic exposure, developed aptitude, aural dependency, and number of children.

149. Jakobovits, L. S. Research findings and foreign language requirements in Colleges and Universities. Foreign Language Annals, 1969, 2, 436-456.

This report summarizes earlier reviews on research findings in Fl teaching and outlines those principal conclusions which seemed to the writer to have the most adequate empirical justification. Five major topics are discussed: teaching methods in FL instruction, FL aptitude, the attainment of FL proficiency, the effects of motivation and interest in FL learning, and the goals and benefits of FL study. Nineteen conclusions are presented and their implications for FL teaching are discussed. Several recommendations for changes in the college FL curriculum are included. (Author Abstract)

150. James, C. B. E. Bilingualism in Wales: An aspect of semantic organization. Educational Research, 1960, 2, 123-136.

This article presents a general discussion of a few topics related to bilingualism, such as: definitions of bilingualism, problems of research into bilingualism in Wales, optimum age for introduction of second language, bilingual education in various countries, implications of special educational treatment for bilingualism, functional level and underlying structure of intelligence, current research involving bilingualism, and the future of bilingual policy.

151. Jaremko, B. Le Français à Calgary: Making a program relevant. Canadian Modern Language Review, 1974, 31, 80-81.

"Le Français à Calgary" is a series of filmstrips and tapes prepared as a supplement to the first 14 lessons of the course "Voix et Images de France" as taught in grades 7 to 9. The material includes 19 filmstrips with accompanying tape dialogues, songs, cartoons, poems, proverbs, jokes, written vocabulary reviews, and a grammatical analysis for the teacher. The project has been designed to make the student more confident that he can understand French because he will be presented with material requiring little or no explanation and to encourage him to identify with French, seeing that it can be applied to people his own age, in familiar Calgary situations. The series is not intended to replace "Voix et Images de France and although it is supplementary material, it continues the method of non-translation, and of requiring listening and speaking facility before reading and writing.

152. Jensen, J. V. Effects of childhood bilingualism: I & II. Elementary English, 1962, 39, 132-143 & 358-366.

The purpose of this article was to review the literature available in English on the possible immediate and long-term effects of early bilingualism. The two parts of the article focus on the negative and the positive effects of the acquisition of a second language with respect to: speech development, language development, intellectual development, educational progress, emotional adjustment, and effects on society. Following this discussion, the author gives some recommendations and suggests that some insights may be gained by focusing attention on problems centering in four major areas: (1) definition of bilingualism; (2) the subjects studies; (3) the procedures used; and (4) the biases and purposes of the investigators. Earlier studies are said to emphasize disadvantages of bilingualism, whereas investigations in the last two decades tend to stress the advantages.

153. Jett, A. The analogy of 'learning a language' and 'learning music'. Modern Language Journal, 1968, 52, 436-439.

Discusses the similarity in methods of language and music teaching. Both psychomotor skills were shaped through "successive approximations." The behavioral objectives, i.e., obvious changes in the students' behavior are discussed as well as affective and cognitive (inferred) objectives. It is concluded that these 3 taxonomies are all vital for true learning. It is also suggested that for learning to be successful the student must gain an emotional satisfaction from his efforts. (Psychological Abstracts)

154. Joel-Saegert, S. S., Perkins, J., & Tucker, G. R. A note on the relationship between English proficiency, years of language study and medium of instruction. Language Learning, 1974, 24, 99-104.

The purpose of this investigation was to examine the relationship between measured English-language proficiency, years of English-language study and the use of English as a medium of instruction for samples of Arabic-speaking Egyptian and Lebanese university students. The results of multivariate regression analyses indicated no systematic relationship between years of EFL study and English proficiency. A better overall predictor of proficiency was whether the students had received any instruction via a foreign language. We emphasize the need to begin a more systematic search for factors related to increases in English-language proficiency at various stages of study under diverse circumstances. (Author Abstract)

155. Johnson, G. B. The relationship existing between bilingualism and racial attitude. Journal of Educational Psychology, 1951, 42, 357-365.

The purpose of the present investigation was to determine the relationship existing between the bilingual background of the Spanish subjects and the attitude of the sample Spanish at the chosen age levels toward the Anglo ethnic group. The method of procedure used to ascertain this relationship was to derive the prejudice score from each of the Spanish protocols on the Projective Test of Racial Attitudes, and compute the degree of relationship between it and the bilingual background score of the Hoffman Bilingual Schedule. It was noted that the rectilinear relationship existing between bilingual background and racial prejudice increased progressively with age. Curvilinear analysis demonstrated that, at the four-year level, decreasing progressively through the eighth and twelfth years, there was a tendency for those subjects with least prejudice to have the highest and lowest bilingual scores. Though this curvilinear function at the four-year level was possibly reflective of parental disposition, it indicated, nevertheless, that a profound knowledge of the Anglo culture or no knowledge of it yielded least bias toward it. Possibly, with less bilingual background, the Spanish become part of the Anglo culture and in many cases identify themselves with it. This tendency might explain the finding for many of the younger Spanish subjects to be prejudiced in favor of the Anglo. (Author Summary)

156. Johnson, G. B. Bilingualism as measured by a reaction-time technique and the relationship between a language and a non-language intelligence quotient. Journal of Genetic Psychology, 1953, 82, 3-9.

The investigator questioned the validity of language tests of intelligence when employed with linguistically deficient subjects, and developed the Reaction-Time Test of Bilingualism. Coefficients of

correlation between scores on the tests of intelligence and scores on the tests of bilingualism revealed that the Hoffman and the Reaction-Time Tests appear to measure common factors since their relationships with the intelligence tests, though varying quantitatively, are in the same direction. A correlation coefficient was derived between the Reaction-Time Test of Bilingualism and the discrepancy between the Otis Test and the Goodenough "Draw a Man Test". A significant relationship was found, but the Hoffman and the Goodenough-Otis discrepancy relationship was insignificant as was the relationship between the Hoffman and the Reaction-Time tests. Less Goodenough-Otis scores discrepancy was found to be associated with a greater knowledge of English in comparison with knowledge of Spanish. It was concluded that measuring the intelligence of bilingual subjects presents complex problems which render both lingusitic (Otis) and performance (Goodenough) tests invalid.

157. Jones, W. R. Attitude towards Welsh as a second language, a preliminary investigation. British Journal of Educational Psychology, 1950, 19, 44-52.

The present enquiry was undertaken in order to measure objectively pupil's attitude towards Welsh as a second language. An attitude scale was constructed for the purpose, and presented to 129 pupils, whose ages ranged from eleven plus to thirteen plus, grouped in six different forms in a secondary modern school in the Rhondda Valley. All of them were taught Welsh as a second language by the same teacher. The main results of the enquiry may be summarized as follows: (1) attitude towards Welsh is most favourable during the first year, and afterwards declines. This is further illustrated by the steady decline from year to year in the number of pupils who consciously endeavour to add to their vocabulary, and also by a similar waning of interest in Welsh Reading; (2) apparently 'a' form show a slightly more favourable attitude than 'b' form; this difference, however, is not statistically significant; (3) there is a statistically significant sex difference in the results. Girls show a more favourable and a less variable attitude than boys: (4) pupils from wholly or partly Welsh-speaking homes show a more favourable and a less variable attitude than those from non-Welsh homes; (5) the utilitarian value of Welsh is emphasized by an overwhelming majority of pupils; (6) Interest in the conversational aspect of the Welsh lesson as opposed to a grammatical and more formal approach to the subject is much in evidence, and appears to be as strong in the third year as it was in the first year. (Author Summary)

158. Jones, W. R. Attitude towards Welsh as a second language, a further investigation. British Journal of Educational Psychology, 1950, 20, 117-132.

The purpose of this investigation of attitude towards Welsh as a second language was to obtain further evidence of the differences and tendencies previously observed in a preliminary study in the Rhondda

Valley. Two hundred and eleven pupils of a suburban area of Cardiff were given scales for measuring attitude and linguistic background. The results revealed that attitude towards Welsh becomes less favorable with increasing age. Girls show a more favourable attitude than boys. The linguistic structure of the out-of-school environment was found to be a potent source of influence on attitude toward Welsh, since monolingual English-speaking pupils with a slight knowledge or experience of Welsh outside school showed a more favourable and constant attitude than those whose acquaintance with Welsh was confined to the classroom. Conversational lessons were favoured by a large majority of children, whereas formal grammar lessons were very unpopular. Four predominant reasons were given for learning Welsh: (1) interest; (2) the utilitarian value; (3) reasons of a national or racial character; and (4) proficiency in the subject. A negative but statistically insignificant correlation was found between attitude and intelligence. In the first two years light but positive correlations were found between attitude and attainment in Welsh. In the third and fourth years the correlations between these two factors were statistically significant. It is suggested that attainment in Welsh is increasingly influenced by the pupil's attitude in the later stages of the course.

159. Jones, W. R. The language handicap of Welsh-speaking children. British Journal of Educational Psychology, 1952, 22, 114-123.

This investigation was undertaken in order to find whether the performance of Welsh-speaking (bilingual) children in a verbal intelligence test in English differed significantly from their performance in a non-verbal test administered in English. One hundred and seventeen children in the senior classes of five schools, aged 10:2 to 12:0 and having a similar linguistic background, were given a non-verbal intelligence test with verbal instructions in Welsh, a verbal intelligence test constructed in English, and two tests of English Reading. Parental occupations analysed according to a standard classification, were used as an estimate of the socio-economic status of the schools. Mean non-verbal I.Q. was significantly higher than mean verbal I.Q. in four of the five schools, and also in all schools taken together. This difference between non-verbal and verbal I.Q. tended to diminish as reading age in English increased. The non-verbal and verbal tests were not found to inter-correlate differently from school to school. Individual r's were, therefore, combined to obtain an average correlation for all schools; its value suggested that the verbal test, in spite of these children's lack of facility in reading English, gave an 'order of merit' of I.Q. similar to the non-verbal test. No significant differences were found between the schools in respect of intelligence. Some schools, however, showed a significant superiority in English reading--this may be due either to the teaching factor or to socio-economic differences between the schools, or to a combination of these causes. A steady rise in reading age was found as one passed from lower to higher levels of I.Q. in the non-verbal test. In four of the five schools and also in all schools taken together, mean scores for

mechanical reading were significantly higher than those for comprehension. Differences between the means for boys and girls were not significant in any of the tests. One only of the differences in dispersion of scores was significant--girls showed a significantly greater variability in the non-verbal test. (Author Summary)

160. Jones, W. R. The influence of reading ability in English on the intelligence test scores of Welsh-speaking children. British Journal of Educational Psychology, 1953, 23, 114-120.

This investigation was undertaken in order to obtain further information about the influence of reading ability in English on the scores of Welsh-speaking (bilingual) children in an English group verbal intelligence test. Two groups, aged 10:0 to 12:0, were obtained, and the results of a Language Questionnaire showed that the one consisted of monoglot English children, and the other of Welsh bilingual children, who came from homes where Welsh was always spoken, and whose knowledge of English as a second language had been acquired outside the home, mainly in school. Both groups were given the following tests: Group non-verbal and verbal tests of intelligence, and a silent reading test in English to the monoglot group. The other two tests were given entirely in English to both groups. No significant differences were found between the two groups in mean and variability of scores on the non-verbal test. A highly significant difference was found in favour of the monoglot group in both the verbal intelligence test and the silent reading test. Since the two groups were already known to be similar in intelligence as measured by a non-verbal test, an analysis of covariance was carried out in order to discover whether the difference observed in favour of the monoglot group in the verbal intelligence test remained significant, when the two groups were also equated for reading ability in English. As a result of adjusting the verbal intelligence scores to a common reading basis, the difference was substantially reduced but remained highly significant. It is tentatively suggested that this 'residual' difference is attributable to the fact that the bilingual children, as a result of their linguistic environment both in and out of school, have not yet acquired the ability to 'think in English' with an adequate degree of facility and accuracy. The bilingual group was also given a group verbal intelligence test in Welsh; since their mean I.Q. in this test did not differ significantly from their mean I.Q. in the non-verbal test, it appears that they are not handicapped in verbal thinking which may be carried on through the medium of Welsh. The regression of verbal intelligence scores on reading ability scores and the correlation of verbal intelligence with reading ability proved to be similar for both monoglot and bilingual groups. The enquiry suggests that a group verbal intelligence test in English may not give an accurate I.Q. assessment for Welsh-speaking children, even after full allowance has been made for their inferior reading ability in English. (Author Abstract)

161. Jones, W. R. A critical study of bilingualism and non-verbal intelligence. British Journal of Educational Psychology, 1960, 30, 71-77.

Previous investigations undertaken in Wales have yielded somewhat contradictory results concerning the influence of bilingualism on performance in non-verbal tests of intelligence. More recent surveys, planned on a wider scale, consistently reveal a tendency for mean scores of such non-verbal tests to decrease with increasing Welsh linguistic background, and also show statistically significant differences in favour of monoglot (English) groups by comparison with bilingual (Welsh) groups. In the present study, reference is made to a re-analysis of the results of one of these large-scale surveys in relation to the parental occupations of the pupils tested. The findings of this re-analysis indicate that, whereas monoglot and bilingual groups which vary significantly in occupational class also differ significantly in non-verbal intelligence, corresponding linguistic groups of comparable socio-economic status do not differ significantly in this respect. It is, therefore, concluded that bilingualism need not be a source of intellectual disadvantage. The importance of a thorough examination of socio-economic factors in any study of monoglot and bilingual children is strongly emphasized, and a study of bilingualism and non-verbal intelligence which appeared in a recent issue of this journal is critically examined on account of its defects in this and certain other respects. (Author Abstract)

162. Jordan, D. The attitude of central school pupils to certain school subjects, and the correlation between attitude and attainment. British Journal of Educational Psychology, 1941, 11, 28-44.

This article describes an attempt to measure and state in quantitative form the attitude of children towards certain subjects (including French) in the school curriculum, by an adaptation of the psychophysical methods used by Thurstone and Chave. The results seem to suggest that the experimental educationist may find it a valuable means for estimating the validity of different teaching methods, and the relative merit of various school subjects, from the point of view of their effect on attitude of the pupils. The author also paid some attention to the different changes in attitudes toward specific school subjects over time. Attitude is said to be a factor helping to determine relative attainment, and attainment to affect attitude, but it is presumed that each is the result of a large number of contributing causes. The correlation coefficients are positive but not high.

163. Jordan, D. K. Language choice and interethnic relations in Taiwan. La Monda Linguo-Problemo, 1973, 5, 35-44.

Methodically scientific research in the area of the effect of the introduction of a new language, Mandarin, into the formerly divergent bilingual system of Taiwan has yet to be undertaken. It seems that the availability of a new language serves to alleviate

conflicts between the Hakkas and the Hoklos that had hitherto existed. Projections are made about the ability of newly imposed national languages in other parts of the world to act as catalysts in the reduction of unequal advantages in interethnic relations. (Language and Language Behavior Abstracts)

164. Keats, D. M., & Keats, J. A. The effect of language on concept acquisition in bilingual children. Journal of Cross-Cultural Psychology, 1974, 5, 80-99.

The aim was to determine whether logical concepts acquired in one language could be transfered to another language. Subjects included 35 children bilingual in Polish and English, 31 children bilingual in German and English, and a control group of Australian children, none of whom was able to conserve weight. After pretesting in one language, they were trained in the acquisition of the concept of weight using the other, then posttested in the previous language. One month later, delayed posttests were given in both languages. Results showed that the concept was acquired in either language, and there was some generalization to other concepts. Results gave some support to the Piagetian standpoint that a concept may be considered independently from the language by which it is acquired. Interference between languages was indicated in the German group in that the earlier they had learned English, the poorer was their final performance in both languages. (Author Abstract)

165. Kellogg, G. S., & Howe, M. J. A. Using words and pictures in foreign language learning. Alberta Journal of Educational Research, 1971, 17, 89-94.

An experimental investigation was made to compare the effectiveness of using written words and pictures as cues for children's acquisition of vocabulary in a foreign language (Spanish). Eighty-two children in grade 4, 5, and 6 learned ten Spanish words in a paired-associate learning situation. The stimulus items were five native-language concrete nouns and five pictorial representations of objects. Oral responses were required, in the form of the Spanish word equivalents. Learning occured in significantly fewer trials with the pictures than with the words. The effects of age and sex were not significant. In a long-term retention test given one week later, performance paralleled that of the original learning session, with the majority of the children recalling more of the responses learned to the picture items than to the words. (Author Abstract)

166. Kelly, M., Tenezakis, M., & Huntsman, R. Some unusual conservation behavior in children exposed to two cultures. British Journal of Educational Psychology, 1973, 43, 181-182.

Tested 183 6-11 year-old Greek migrant children attending Australian schools and taught in English for conservation of number and length in both Greek and English. Subjects were pretested in

both languages for understanding of the terms to be used in the conservation test. Twenty-five percent of the subjects who passed the language pretests and failed to conserve in English did show conservation when subsequently tested in Greek, but again failed to conserve in a posttest in English. This finding is not in accord with Piaget's view of the interrelationships of language and cognition. (Author Abstract)

167. Kelman, H. C. Changing attitudes through international activities. Journal of Social Issues, 1962, 18, 68-87.

The purpose of this paper is to examine the barriers to attitude change toward other peoples that international activities have to overcome; and to suggest some of the conditions that might make these activities more effective. Four types of activity on the international scene designed to produce friendly attitudes are discussed: (1) international communication, (2) exchange of persons, (3) foreign aid projects, and (4) cooperative international ventures. It is suggested that providing new information about another country and its people is a necessary but not sufficient condition to change hostile or neutral attitudes into friendly ones. The author stresses the importance of providing the new information in the context of a positive interaction between the people to whom the information is directed and the people who are the object of this information.

168. Keston, M. J., & Jimenez, C. A study of the performance on English and Spanish editions of the Stanford-Binet Intelligence Test by Spanish-American Children. Journal of Genetic Psychology, 1954, 85, 263-269.

The problem of this investigation was to compare the intelligence of 50 Spanish-American children of the fourth grade as measured by the English and Spanish editions of the Stanford-Binet Intelligence Test. The subjects were given Form M of the 1937 Revision and, subsequently, Form L of a Spanish translation of the same test. The degree of bilingualism of the children was assessed through personal interviews. Results showed that the subjects performed better on the English version than they did on the Spanish version. It is concluded that Spanish-American student should not be tested for intelligence with a Spanish version of the Stanford-Binet Test, because the development in the use of the Spanish language by these children ceased when they entered grade school and received their formal instruction in English. Both versions of the Stanford-Binet Test are said to present language difficulties and, therefore, are not suitable for the measurement of the intellectual abilities of these children. Moreover, the correlation between school grades and the I.Q. scores made on the Spanish version of the test was very low; whereas, the corresponding correlation between school grades and the I.Q. scores made on the English version of the test was relatively high.

169. Kittell, J. E. Bilingualism and language: Non-language intelligence scores of third grade children. Journal of Educational Research, 1959, 52, 263-268.

The purpose of this investigation was to examine the effect of a bilingual environment, regardless of the specific foreign language, on the intelligence of a group of third grade children as measured by the language and non-language sections of the California Short Form Mental Maturity Test. The effect of the parents' place of birth and socioeconomic status was investigated, as well as the effect of children's sex and chronological age. The results revealed that third grade children from bilingual environments scored lower on the language section of the test than did unilingual children. These unilingual children achieved higher scores on the language section than on the non-language section. Unilingual children whose parents were rated in the middle occupational class were superior in language mental ability to children with bilingual environments, and whose parents were rated in the middle or lower occupational class. Children with bilingual environments did not differ significantly from unilingual children in mean reading ability, nor did reading ability seem to affect the difference between these two groups in language mental age scores. Parents' place of birth, children's sex and chronological age did not appear to affect the results. Children with bilingual environments did differ significantly as a group in total mental age from children with unilingual environments. It is suggested that, in the case of bilinguals, I.Q. may be misleading and that socio-economic status may be an important factor in their performance on intelligence tests.

170. Kloss, H. Types of multilingual communities, a discussion of ten variables. Sociological Inquiry, 1966, 36.

A discussion of 2 variables: (1) the co-existence within a single country of 2, or 3 or adult literate citizens who may be mono, bi, or even trilingual. Current terminology calls for clarification, since in calling Belgium a bilingual country we refer to a nation consisting of 2 major speech communities (Dutch and French), while calling Haiti bilingual we refer to the fact that all adult literate Haitians use either of 2 different languages (Creole and French), depending on functional level. The term 'monopaidoglossic' is suggested for nations whose children of preschool age all use the same language (Creole in Haiti, Maltese in Malta, Letzeburgish in Luxemburg). Cross-occurrences of the 2 sets of variables are discussed with illustrations. ight other variables are also briefly treated: (a) types of personal and impersonal bilingualism, (b) legal status, (c) segments of population involved, (d) coordinate and compound bilingualism, (e) prestige of languages involved, (f) degree of intrinsic (i.e., language corpus) distance, (g) indigenousness of speech communities, and (h) attitudes and traditions regarding language maintenance which seem to be different in the Americas and Africa as compared to both Europe and Asia. (Language and Language Behavior Abstracts)

171. Kloss, H. Bilingualism and nationalism. Journal of Social Issues, 1967, 23, 39-47.

The relationship between bilingualism and nationalism is discussed without an attempt to describe the real complexity of either. First the impact of nationalism on the role of link languages is outlined. Nationalism may give rise to an urge to expand a language (e.g., French) as a second tongue in foreign countries. Or it may motivate a nation to reject one foreign language in favour of another (e.g., German in favour of English in the Netherlands), or, finally, it may cause newborn nations to adopt some imported language as a symbol of their nationhood (French and English in Sub-Saharah Africa). In multinational states a distinction is made between (a) countries in which two or three languages enjoy full equality of status (e.g., Switzerland), (b) those which because of the multiplicity of the languages involved are compelled to select one language for national purposes but otherwise treat all language as equal (India, Imperial Austria), (c) those which in theory make all languages equal but in practice discriminate among them (Soviet Union). Among nation states, genuine nation states where the dominant group forms a clear minority, and minority-based nation states where a minority group either has subjugated the other groups (e.g., Bolivia, Ethiopia, Liberia), or where the minority tongue has acquired its status with the concensus of all major speech communities (Indonesia, Tansania, Philippines) are distinguished. Genuine nation states are frequently, but not of necessity, bent on imposing their language not merely as a second tongue but also as the sole language of the ethnic minorities. Where the dominant language and the minority tongue are closely related the dominant group often tries not to blot out, but to dialectize the minority tongue; e.g., in Spain the government strives to blot out the Basque language but to relegate Catalan to the status of a mere dialect. (Author Abstract)

172. Knowles, D. W., & Boersma, F. J. A comparison of optional shift performance and language skills in middle-class and Canadian Indian children. Canadian Journal of Behavioral Science, 1971, 3, 246-258.

Performances of middle-class and Canadian Indian children on the optional reversal shift (ORS) task were compared to examine deficits hypothesized as being associated with disadvantaged experiential background and slow English-language development. Sixty Indian children were selected from a population of 8-year-olds attending two Indian reservation schools. Indian Ss were randomly assigned to control and experimental groups. Thirty 8-year-old children from an educationally-advantaged urban area served as the middle-class comparison group. Middle-class Ss surpassed Indian control Ss on selected language measures and in the number of ORS reversers. Relationships between ORS shoice and language scores were found for some of the urban middle-class scores but not for Indian scores. Under an experimental

treatment condition of eliciting verbalization prior to choice response, Indian experimental Ss exceeded Indian control Ss on initial discrimination learning and in number of reversers on the ORS task. Results supported hypothesized cultural differences and hypothesized facilitation from requiring Indian Ss to employ overt verbal mediators. (Author Abstract)

173. Koch, I. The dangers of image perpetration in foreign language learning. Canadian Modern Language Review, 1975, 31, 342-348.

The idea that one cannot get to know a foreign language and culture by merely searching for confirmation of cliche-ridden conceptions and stereotyped notions (ethnic stereotypes and traditional forms of address) is discussed. The use of stereotypes for oral practice in foreign language learning is unlikely to enable students to express wishes and demands convincingly, to defend themselves against unjust behavior, and to carry out transactions successfully. There are very few textbooks and readers that reproduce the dynamic nature of contemporary life in the second language community or country; instead, the deadly boredom of stability hovers over them. Emphasis is put on the development of a critical attitude toward one's surroundings as an important elemnt in learning a foreign language.

174. Kolers, P. A. Bilingualism and bicodalism. Language and Speech, 1965, 8, 122-126.

Sixteen bilinguals subjects were presented with a long list of words which they subsequently tried to recall. On some lists the words appeared in red or in black; on other lists they appeared in French or in English. On mixed lists, words appeared both in red and in black, or both in French and in English, but no word appeared in two colours or was translated. The main finding was that only about half as many words were recalled from the list with respect to colour (arbitrary code) as were recalled from the linguistically mixed list. A distinction is thus made experimentally between arbitrary and well-formed coding systems, as they affect short-term memory. (Author Abstract)

175. Krashen, S. D. Lateralization, language learning, and the critical period: Some new evidence. Language Learning, 1973, 23, 63-74.

New evidence is presented that modified Lenneberg's (1967) proposed critical period of language acquisition. The development of lateralization is complete much earlier than puberty and is thus not a barrier to accent free second language learning by adults. Rather, the development of lateralization may correspond to normal first language acquisition. Also, the case of Genie, a girl who endured 11 years of enforced isolation, shows that some first language acquisition is possible after the critical period, although mechanisms outside of the left hemisphere may be involved. Genie's slow but steady progress also implies that adult achievement in learning second languages should not be pre-judged. (Author Abstract)

176. Kuo, E. C. Y. The family and bilingual socialization: a sociolinguistic study of a sample of Chinese children in the United States. Journal of Social Psychology, 1974, 92, 181-191.

The relationships between the family and bilingual socialization of the child are explored in this sociolinguistic study of a sample of preschool Chinese children. In a bilingual setting, we are able to answer the question: How important is the family as a socializing agent in a situation when it is not supported and reinforced by the extra familial sources? In this study, it is found that, besides the general language orientation of the family, parental attitudes and behaviors regarding the two languages involved are significant variables related to the relative bilingual proficiency of the child. The findings support the general belief that the family is an important socializing agent for the language learning of the preschool child, although its influence seems to decrease with the increase of the age of the child. (Author Abstract)

177. Kuusinen, J., & Salin, E. Children's learning of unfamiliar phonological sequences. Perceptual and Motor Skills, 1971, 33, 559-562.

Four groups of 15 4-, 6-, 8-, and 10-year-old children learned non-sense phonological sequences that varied in grammaticality by violating 0, 1, or 2 phonological rules of Ss' native language. The youngest age group made fewer errors in learning the most non-grammatical sequences than in learning grammatical ones. With the 10- and 8-year olds an opposite trend was found. The differences were not statistically significant. Implications for second language learning were discussed. (Author Abstract)

178. La Forge, P. G. Community language learning: A pilot study. Language Learning, 1971, 21, 45-61.

In the face of scepticism regarding the value of modern psychology for language teaching, attempts have been made by some psychologists to adopt a group approach to language learning which takes into account personality, motivational, and emotional factors. Both a theory of language learning and a practical methodology for language teaching can be gathered from the research of Cuvran. "Community Language Learning" (CLL) emerged as an application of the group counselling process to language teaching and learning. Five demonstrations of CLL at the University of Michigan suggested the emergence of a theory of human learning. Practical results are: (1) quick apprehension of the phonology of an inflected, but not of a tone language; (2) difficulties and insights experienced by both client and counselor; and (3) positive motivational factors. (Author Abstract)

179. Lambert, W. E. Psychological approaches to the study of language (Part I): On learning, thinking and human abilities. Modern Language Journal, 1963, 14, 51-62.

The purpose of this paper was to stress the relevance of various psychological approaches to language learning. Three major approaches are briefly discussed: (1) theories of learning of relevance for language specialists; (2) neurophysiological bases of thought and language; and (3) language aptitude and the theory of human abilities. Two theories of learning are reviewed, one dealing with meaning and the other with verbal behavior. Second-language learning is discussed in terms of D. O. Hebb's cell assembly theory. Attention is also given to Carroll's and Ferguson's view of language aptitude and human abilities.

180. Lambert, W. E. Psychological approaches to the study of language (Part II): On second language learning and bilingualism. Modern Language Journal, 1963, 14, 114-121.

The aim of this paper was to stress the relevance of various psychological approaches to language learning. The role of attitude and motivation, and the orientation toward learning the second language are discussed. The concept of "anomie" is introduced to refer to a feeling of social dissatisfaction as one becomes more proficient in the second language. Some studies conducted in Canada and United States on the relation of motivation to success in second-language learning are briefly reviewed. The notions of measurement of one's degree of bilingualism, coordinate and compound bilingualism, and inter-lingual interference are also discussed. Finally, some attention is given to the relationship of bilingualism to intelligence.

181. Lambert, W. E. A social psychology of bilingualism. Journal of Social Issues, 1967, 23, 91-109.

In an attempt to integrate psychological and social-anthropological approaches to bilingualism, the outline of a social psychology of bilingualism is presented wherein attention is directed to the distinctive behavior of the individual bilingual, to the social influences that affect his behavior, and to the social consequences that follow from his behavior. The outline is illustrated through studies of the changes in reactions of social audiences when bilinguals switch languages or dialects. It is argued that such switches call out dramatically different sets of stereotypes and that these affect the role relationships of a bilingual and his co-actors in various social settings. Likewise, the person progressing toward full bilingual skill is affected by the attitudinal reactions of his co-actors so that his progress toward becoming bilingual is conditioned by his attitudes and orientations toward the two ethno-linguistic groups involved. Although the bilingual consequently encounters social and cultural tugs and pulls, it is argued that he can overcome these annoyances and may be particularly instrumental in creating a totally new, non-ethnocentric form of social interaction. (Author Abstract)

182. Lambert, W. E. Cultural and language as factors in learning and education. Paper presented at the 5th annual learning symposium on "Cultural Factors in Learning" at Western Washington State College, Bellingham, Washington, November 1973.

In this paper, the author discusses extensively a few related topics, these are: the relationship between language and thought, the cultural differences and similarities between different ethnic groups, the relationship between attitudes toward an ethnic group and second-language learning, cognitive deficits in bilinguals, and the issue of ethnic identity and affiliation. The notions of "additive" and "subtractive" types of bilingualism are introduced.

183. Lambert, W. E. A Canadian experiment in the development of bilingual competence. The Canadian Modern Language Review, 1974, 31, 108-116.

This article briefly describes the St. Lambert Program of Home-School Language Switch: curriculum, selection and training of teachers, evaluation of the program, and evaluation of academic skills. The results to date and the generalizability of such a program to other settings and other groups of children are discussed. The author also talks about the linguistic situation in Quebec and about how the principle underlying the program can be worked out in such a context.

184. Lambert, W. E., & Anisfeld, E. A note on the relationship of bilingualism and intelligence. Canadian Journal of Behavioral Science, 1969, 1, 123-128.

This paper restates and reexamines the findings of an earlier study by W. E. Lambert and E. Peal (1962) on the relationship of bilingualism and intelligence to correct misunderstanding about how the original samples of Ss were selected and tested. Since an apparently genuine positive relationship between intelligence and bilingualism is involved, its various interpretations are considered. The possibility that bilingualism affects intelligence favorably has received support in recent research, and is briefly discussed. (Author Abstract)

185. Lambert, W. E., Gardner, R. C., Barik, H. C., & Tunstall, K. Attitudinal and cognitive aspects of intensive study of a second language. Journal of Abnormal and Social Psychology, 1963, 66, 358-368.

Students attending a 6-week French Summer School were examined for attitudes toward French people and culture, their orientations toward learning a 2nd language, and their feelings of anomie at the start and end of the course. Attention was also given to modification in the meanings of French and translated-equivalent English concepts. Students at 2 levels of skill in French were compared. Results supported the theory that learning a 2nd language efficiently depends

on an appropriate pattern of attitudes toward the other cultural group and a particular orientation toward language study. Anomie increased for both groups of students during the course. Students utilized the semantic features of both their languages and permitted the two to interact. This linguistic interdependence correlates positively with achievement. (Author Abstract)

186. Lambert, W. E., & Macnamara, J. Some cognitive consequences of following a first-grade curriculum in a second language. Journal of Educational Psychology, 1969, 60, 86-96.

This paper presents the results of a community-sponsored project to develop skill in a second language (French), by using it as the sole medium for instruction with first-graders whose native language is English. The experimental class is compared with both English and French control classes and their relative standing in audio-lingual and reading skills in both languages, mathematics, sensitivity to novel phonemic sequences, and measured intelligence at the end of the year is examined. Although the results reveal a striking progress in French and considerable transfer to English skills, the real value of the study will be evident only after a replication with other first-grade classes and a follow-up with the same students who are currently continuing the experience into their second and third years. (Author Abstract)

187. Lambert, W. E., Tucker, G. R., & d'Anglejan, A. An innovative approach to second language learning: The St. Lambert experiment. In S. T. Carey (Ed.), Bilingualism, Biculturalism and Education. Edmonton: University of Alberta Press, 1974, 47-53.

This report summarizes an approach to the development of bilingual skill in elementary school children which is being tried out in the Quebec community of St. Lambert. The progress of two classes of English-speaking Canadian children who have been participating in a French-English Bilingual Education program since kindergarten has been carefully evaluated. At the end of grade 6 the children speak, understand, read and write English as well as carefully selected, conventionally educated English Controls. In addition, they appear to be able to speak, understand, read and write French far better than students who follow typical French as a second language programs. The report also describes intellectual and attitudinal consequences of the program. (Author Abstract)

188. Landry, R. G. The enhancement of figural creativity through second language learning at the elementary school level. Foreign Language Annals, 1973, 7, 111-115.

The main hypothesis of this study is that the experience of learning a second language at the elementary school level is positively correlated to divergent thinking in figural tasks. Research studies on learning sets and on bilingualism suggest that through experience

individuals become more flexible in their thinking. This study is concerned with flexibility in thinking through experience with a foreign language. Comparisons are made between second language learners and single language learners using multivariate analysis of variance with figural fluency and figural flexibility as dependent variables. The second language learners score significantly higher than do the monolingual pupils on both variables. Second language learning appears, therefore, not only to provide children with the ability to depart from the traditional approaches to a problem but also to supply them with possible rich resources for new and different ideas. (Author Abstract)

189. Landry, R. G. A comparison of second language learners and monolinguals on divergent thinking tasks at the elementary school level. Modern Language Journal, 1974, 58, 10-15.

A report of a study which proposed that the learning of two languages during the elementary school years be viewed as one form of enriched experience which results in the development of more of the potential divergent thinking abilities of children. Its samples were drawn from the first, fourth, and sixth grades of four randomly chosen urban elementary schools, two of which had FLES programs. Equal numbers of boys and girls were drawn from each school so as to minimize the possible effect of school bias. Divergent thinking was measured by the Torrance Test of Creative Thinking (Verbal and Figural). These tests were scored for verbal fluency, flexibility, and originality, and for figural fluency, flexibility, and originality. Multivariate two-way analysis of variance with six dependent variables was used to test the hypotheses at the three grade levels. The means on all six dependent variables were higher for the FLES group. It is concluded that exposure to and experience with a second language increases abilities in divergent thinking tasks. The experience with a second language, coupled with more contrasts within the second language, provides an indication of why the fourth graders were not different (although close), but the sixth graders were. (Author Abstract)

190. Larsen, R. P., Wittenborn, J. R., & Ciesecke, E. G. Factors contributing to achievement in the study of first semester college German. Journal of Experimental Education, 1942, 10, 265-271.

The purpose of this study was to examine the importance of factors commonly believed to be pertinent to success in the study of first semester college German. One hundred and thirty Liberal Arts and Sciences students who had just completed one semester in German were given the elementary Cooperative German Test, the Otis Quick-Scoring Mental Ability Test, and a selection of tests assumed to measure memory, reasoning, attention, and perception. From the 79 students for whom complete data were available, two groups of 27 students each were selected. These two groups were matched in

scholastic aptitude, but were very discrepant in German achievement. The subjects filled out a questionnaire and were given a standard inverview concerning high school background, present goals and interests, use of time, and general methods of study. When scholastic aptitude held constant, high achievers were found to score higher on the English Training Test. But no significant differences were found between the two groups on all the other tests. The interview and the related questionnaire revealed that more of the high achievers reported that high school language study helped them in their study of German. More of the high achievers wanted to master the German language and were interested in German. High achievers were also more likely to cover their lessons in the time set aside, to make daily preparation, to study corrections, and to read for ideas rather than for words, than low achievers.

191. Laws, P. How much? How soon? - Second language learning. Canadian Modern Language Review, 1974, 31, 36-43.

Enrolment in French courses in secondary schools in Ontario dropped from 45 to 37% between 1970 and 1972. In the same period numbers taking French in the elementary schools increased from 32 to 41%. The author discusses the differences between first- and second-language learning, the arguments for and against early beginning, and the methods used inforeign language teaching. As a conclusion, it is suggested that there is no such a thing as a "natural" time for second-language learning. Also, current technology, direct and structural methods should be sufficient; since the "mother's method" for second language learning is too expensive and such automatic habit formation is very time consuming. Finally, the utopian goal of near perfect bilingualism must be abandoned. Language should be used as an operational means to a desired end rather than as an end itself or as the price of secondary school credit.

192. Lerea, L., & Laporta, R. Vocabulary and pronunciation acquisition among bilinguals and monolinguals. Language and Speech, 1971, 14, 293-300.

Bilingualism was studied with regard to vocabulary learning and pronunciation. Fifty-one subjects (monolinguals and co-ordinate and compound bilinguals) were required to learn two lists of nine disyllabic Hebrew words. Each word contained the /x/ phoneme--a velar fricative. One list was presented visually, the second auditorily. The monolinguals learned the words more quickly when the lists were seen, whereas the compound group performed significantly better auditorily and learned the correct pronunciation of the /x/ more rapidly than the other two groups. The psycholinguistic and educational implications of these findings were considered. (Author Abstract)

193. Levine, H. Bilingualism: Its effects on emotional and social development. Journal of Secondary Education, 1969, 44, 69-73.

This article is a brief review of the literature on the effect of bilingualism on emotional and social development. The author stresses the point that many writers on the subject feel that it is almost impossible to conduct research into this problem because of the difficulty of separating language factors, especially socio-economic ones, which may affect the personality of the bilingual individual. It is suggested that research on new bilingual education projects might help answer the present question.

194. Levinson, B. M. A comparison of the performance of bilingual and monolingual native born Jewish preschool children of traditional parentage on four intelligence tests. Journal of Clinical Psychology, 1959, 15, 74-76.

The Revised Stanford-Binet, Form L, the Wechsler Intelligence Scale for Children, Goodenough Draw-a-Man Test, and the Progressive Coloured Matrices were administered to fifty-seven native born monolingual and to sixty native born bilingual preschool Jewish children of traditional parentage. Both groups had good command of English and the test results were considered valid by the examiners. There was no correlation between socio-economic backgrounds and intelligence for both groups. The Goodenough Draw-a-Man Test; Information, Comprehension and Similarities of the WISC Performance Scale were found to give fair estimates of the ability of the native born bilingual Jewish children. (Author Abstract)

195. Lewis, D. Problems of bilingualism in Papua and New Guinea. Kivung, Journal of the Linguistic Society of the University of Papua and New Guinea, 1971, 4, 21-29.

A discussion of various factors involved in bilingual performance in Papua, New Guinea, and Canada. Recent research indicates that wherever contiguity of languages and cultures exists, bilingualism need not impede an individual's intellectual and educational development, and in fact, may enhance it. If, however, languages and cultures are disparate, bilingualism may tend to limit vocabulary acquisition in both languages. When one language is the language of a political or social elite, bilingualism may result in a loss of ability to junction verbally. A distinction is made between coordinate bilingualism, where the two languages have been learned in different contexts, and compound bilingualism, where they were learned in the same context or environment. Coordinate bilinguals suffer less interlingual interference. Bernstein's work on social learning suggests that linguistic and educational, i.e., socio-economic inequalities tend to be self-perpetuating. The role of second language in intellectual development is directly related to the social and political context. (Language and Language Behavior Abstracts)

196. Lewis, D. G. Bilingualism and non-verbal intelligence: A further study of test results. British Journal of Educational Psychology, 1959, 29, 17-22.

Previous investigations of the effect of (English-Welsh) bilingualism on performance in non-verbal tests of intelligence have not yielded a consistent pattern of results. In the present study a non-verbal test was given to ten-year-old pupils from primary schools in Wales. Linguistic background was assessed by means of a language questionnaire, the assessment being compared with teacher's ratings. Care was taken to select a homogeneous group of a thoroughly Welsh background (ie., a bilingual group) together with a corresponding English-speaking group (with a background of no appreciable 'Welshness'). The test results showed a statistically significant difference, in favour of the monoglots, corresponding to about 8 points of I.Q. It is suggested that this difference may be due, in part, to (1) the test being a timed one, and (2) the groups not being equal with respect to urban-rural differences. Again the 'verbal residue' of a non-verbal test might well be a non-negligible factor in measuring the intelligence of the bilingual child. (Author Abstract)

197. Lewis, D. G. Differences in attainment between primary schools in mixed-language areas: Their dependence on intelligence and linguistic background. British Journal of Educational Psychology, 1960, 30, 63-70.

Differences in attainment in English and arithmetic between primary schools in mixed-language areas of Wales are studied with respect to differences in both intelligence and linguistic background. School attainments tended to increase with intelligence, though not regularly; and the school differences in intelligence did not account fully for the differences in attainment. Generally, the attainment of schools with pupils of a strongly Welsh background--i.e., bilingual pupils--was lower than that of other schools, this tendency being strong in English and slight in arithmetic. It is concluded that a bilingual environment may be regarded as an important factor with respect to primary-school differences of attainment in English which cannot be accounted for by intelligence. (Author Abstract)

198. Lieberson, S. Bilingualism in Montreal: A demographic analysis. American Journal of Sociology, 1965, 71, 10-25.

Census data and indices adopted from linguistics are used to examine trends in the ability of Montreal's population to communicate with one another ethnic group from 1921-1961. There has been no increase in linguistic communication during this period. The probabilities of members sharing a mutually intelligible language with the British and French ethnic groups remain far higher than the probability of linguistic communication between the groups. Bilingualism appears to be a product of language contact rather than an intermediate step

toward monolingualism. Both major languages maintain their positions in inter-generational transfer. Cohort analysis discloses relatively low degrees of bilingualism among small children, a rapid rise during school and young adult stages, and an actual net decline during the middle and older ages. (Sociological Abstracts)

199. Lieberson, S. Residence and language maintenance in a multilingual city. South African Journal of Sociology, 1970, 1, 14-23.

This article is concerned with the pattern of language contact in Montreal, a major metropolitan area in a multilingual nation. Two possible outcomes of bilingualism are delineated: (1) mother tongue shift between generations occurs if bilinguals raise their children in the acquired language; or (2) the bilinguals maintain linguistic pluralism in the society by raising their children in the same mother tongue. The aim of this study was to examine the influence of residential segregation on mother tongue maintenance and to suggest some general propositions about the conditions under which these mechanisms will operate. Both ethnic and linguistic segregation in Montreal were found to be vital forces operating to minimize linguistic shift. That segregation between British and French residents is said to prevent other ethnic groups from developing close residential proximity to both of the city's major populations. It is suggested that mother tongue is a more powerful determinant of ethnic residence than is a language acquired later in life since bilinguals (English-French) tend to settle down in sub-areas where speakers of their mother tongue are in majority. It is concluded that patterns of residential segregation in Montreal tend to minimize the need for bilingualism, and residents, bilinguals included, live in areas that will support mother tongue maintenance in the next generation.

200. Liedtke, W. W., & Nelson, L. D. Concept formation and bilingualism. Alberta Journal of Educational Research, 1968, 14, 225-232.

Two samples of grade one pupils, one monolingual and the other bilingual, were tested on a specially constructed Concepts of Linear Measurement Test based on Piaget's test items. The bilingual sample proved to be significantly superior to the monolingual sample on the concept formation test. (Author Abstract)

201. Light, R. L. The schools and the minority child's language. Foreign Language Annals, 1971, 5, 90-94.

Despite some progress, many schools continue to ignore or suppress the linguistic and cultural strengths which minority children bring with them to the classroom. We spend perhaps a billion dollars a year on foreign language instruction for Anglos, yet school policies and state laws have prevented some three million bilingual children from becoming adults fluent and literate in their own native foreign

languages. Influential educators have called for a change in teacher attitudes toward minority children, but at the same time they put forward unsubstantiated views concerning the language of such children which are likely to affect teacher attitudes adversely. Mexican-American children enter school with a valuable knowledge of Spanish language and culture, yet their parents are forced to sue the schools to prevent their assignment to classes for the mentally retarded as a penalty for possessing this special knowledge. On the positive side, the Bilingual Education Act may be one sign of a shift toward linguistic and cultural tolerance in the schools. (Author Abstract)

202. Littlewood, W. T. A comparison of first language acquisition and second language learning. Praxis des neusprachlichen Unterrichts, 1973, 20, 343-348.

Children acquiring their first language and adults learning a second language have to internalize linguistic systems which, viewed independently, are identical. For the child, the total situation mediates his attention to language, providing both meaning and the focus of interest. This is a function which artificially-created learning situations cannot fully perform for the adult learner, for whom the language stimuli are accompanied by comparatively weak situational stimuli and are isolated from their proper socio-cultural context. The child's feedback involves success or failure in communication; for the adult, feedback provides information of a metalinguistic nature, and the absence of nonverbal means of achieving communication is also indicative of the artificiality of the communication process. Little is known about the mental processes involved. The child's learning is intimately related to his perceptual/conceptual organization of the world and with his cognitive and social development, which would suggest a learning experience different from that of the adult. Nevertheless, some learning strategies have demonstrable importance for both child and adult, and the nature of language would perhaps encourage similar cognitive procedures. From second language teaching methodology, first language learning remains a rich source of hypotheses to be tested empirically. (Author Abstact)

203. Lorwin, V. R. Linguistic pluralism and political tension in modern Belgium. In J. A. Fishman, Advances in the Sociology of Language (Vol. II). The Hague: Mouton & Co., 1972, 386-412.

Belgium is one of the most nearly polarized of all states in the near-equality of numbers of its two language communities. Flemings and Francophones are alike members of larger communities having their centers abroad. But there the symmetry ends. The Flemish, the numerical majority, but speaking the culturally weaker tongue, had to overcome a secular lag in social, economic, political, and cultural status. Walloon and Brussels Francophones long dominated the Belgian government, economy, and cultural life, and in Franders itself the chief elites were French-speaking. The language cleavage took

political form only slowly, with the advent of universal male suffrage and mass literacy, but it dominated politics in the inter-war years and again in the 1960's. With the nation rejecting official bilingualism in favor of territorial unilingualism in Wallonia and Franders, the chief area of language contact and conflict has been that of the nation's capital. (Author Abstract)

204. Lukmani, Y. M. Motivation to learn and language proficiency. Language Learning, 1972, 22, 261-273.

Marathi-speaking high school students were tested on English proficiency and the nature of their motivation for learning English. The results showed that they were instrumentally motivated to learn English and that instrumental motivation scores correlated significantly with English proficiency scores. They regarded the two communities, Marathi-speakers and English-speaking Indians, as their reference groups for different areas of their life, and saw themselves as based in their own community but reaching out to modern ideas and life styles. (Author Abstract)

205. Macnamara, J. The effects of instruction in a weaker language. Journal of Social Issues, 1967, 23, 120-134.

Studies which investigate teaching subjects such as mathematics and geography (i.e., subjects other than languages) in a student's weaker language are reviewed. In many studies bilinguals studying in their weaker language were found to be inferior to monolinguals in problem arithmetic (reasoning) but not in mechanical arithmetic (computation). The degree of retardation in bilinguals is said to depend on two factors: the extent to which the school subject involves the language and the students' weaknesses in the language of instruction. Other studies reveal that the problem-solving ability of bilingual children is poorer when information is provided in their weaker language. Bilinguals were also found to read slower in their weaker language then in the stronger one. The author presents some new data concerning such students' ability to read and understand their weaker language. The suggested interpretation of these data is that the 24 English-speaking college girls decoded the semantic values of French words (their weaker language) more slowly than those of English ones. The linguistic effects of teaching in a weaker language on bilingual students are discussed.

206. Macnamara, J. Perspectives on bilingual education in Canada. Canadian Psychologist, 1972, 13, 341-349.

Bilingual education is considered in the context of education as a whole and of communication between people of different languages. It is argued that bilingualism cannot be legislated and that the importance of language in the Canadian French-English question has been overestimated. The schools, teachers, and students are considered in relation to an educational programme for bilingualism. (Author Abstract)

207. Macnamara, J. Nurseries, streets and classrooms: Some comparisons and deductions. Modern Language Journal, 1973, 57, 250-254.

This article is an attempt to explain the school's relative failure at teaching a second language. The author's point rests on the assumption that "infants learn their mother tongue by first determining, independent of language, the meaning which a speaker intends to convey to them and then working out the relationship between the meaning and the expression they heard". Given that there is more pressure in the street than in classroom for an infant to understand what is said by other infants, he will eagerly guess the meaning. Some deductions are drawn from this point. An emphasis is put on the differences between teachers' and parents' attitude twoard childrens' speech. The teacher is said to be reinforcing phonological and syntactic perfection whereas the parents are reinforcing the clarity of meaning. The author also thinks that the emphasis put on attitude among the students to a language or its speakers is greatly exaggerated. It is suggested that the home or the street should be taken as model, i.e., where the teacher's job is to set up the language so that communication in the new language is essential to the students.

208. Macnamara, J. Attitudes and learning a second language. In R. W. Shuy, & R. W. Fasold (Eds.), Language Attitudes: Current Trends and Prospects. Washington, D. C.: Georgetown University Press, 1973, 36-40.

The author argues that favorable attitude is only a minor contributor to success in language learning. His argument rests on the language shift phenomenon in several countries where people (i.e., Irish) held negative attitudes towards a second language even though they learned it. Need for communicating is said to be the main motive for learning a second language. For instance, the child is seldom interested in language, but rather in the information which it conveys.

209. Mareshal, R., Boudon, P., & Lapierre, J. La motivation des enseignants et des étudiants francophones face à la situation linguistique au Québec. Québec: Editeur Officiel du Québec, 1973.

This survey is concerned with the assessment of teachers' and students' attitudes toward the language problems of Quebec. The data were collected by the content analysis of tape-recorded group discussions. Two hundred and ninety-nine propositions were extracted from 107 group interviews involving, on the average, seven individuals per group. These propositions were grouped under three headings: (1) quality of French; (2) working language; and (3) second-language teaching. Analysis of the frequency of occurrence of the propositions related to second language acquisition reveals that there are more reasons for learning English than against it. Students stressed more frequently the utility of learning English in order to get a job (f=74) than for its cultural value (f=45).

210. Mareschal, R. Quelques implications de la mise en oeuvre d'un programme de langue seconde. Canadian Modern Language Review, 1974, 31, 130-141.

The purpose of this article is to describe some of the implications of one's intiial theoretical option with respect to a language teaching program. The empiricists' assumptions are contrasted with the rationalists' assumptions on language learning. The implications of the audio-lingual and the audio-visual methods are also discussed in relation to the goals to be attained. Although the theoretical issues covered in this article are very broad, the author suggests that a second language may appear irrelevant to the students of the language. Approximately 15-20% of them will actually need a second language even though its basic skills are taught to everybody. The importance of an appropriate methodology in language teaching is emphasized: teacher training, needs and motivation of students, and assimilation capacity of students. The teaching method we choose should motivate not only students but also teachers.

211. Markman, B. R., Spilka, I. V., & Tucker, G. R. The use of elicited imitation in search of an interim French grammar. Department of Psychology, McGill University, 1974 (Mimeo).

The study was an initial attempt to tap the French language competence of two groups of English-speaking pupils who are being educated via French. Third and fifth grade English-speaking pupils were compared with French-speaking children of the same age using a sentence repetition task construction to test control of selected French linguistic features. It was hypothesized that the English speakers would have a different internalized grammar of French than would French speakers; furthermore, that the different internal grammars would be reflected by differences in task performance. The results of the study can best be explained with reference to two factors: an "internalized grammar" factor as was hypothesized; and a memory factor attributable to familiarity with, and exposure to, French. (Author Abstract)

212. Mason, C. The relevance of intensive training in English as a foreign language for university students. Language Learning, 1971, 21, 197-204.

Intensive work in English as a foreign language is often an American university prerequisite to full academic work for entering foreign students. Questionable are the underlying assumptions that English proficiency norms have been established as predictors of academic success and that intensive EFL programs are the best means of increasing English proficiency. With a control group of 15 subjects, who took the compulsory University of Hawaii English Language Institute program for foreign students, and an experimental group of nine subjects, who were allowed to follow their regular academic programs, the hypotheses were tested that there would be no differences

between the groups on tests of English skills after one semester or in overall academic success after one school year. No significant differences were found, except that the experimental group earned significantly more semester hours credit during the year. The implications are, at least for many intermediate to advanced foreign students, that intensive EFL work may be a waste of time. (Author Abstract)

213. McFadden, J. A bi-cultural approach to ESL for adults: A Paulo Freire model of the basic learning group. California Journal of Educational Research, 1974, 25, 289-293.

Presents a theoretical study of experiences and needs in bicultural adult education in English as a second language (ESL) using P. Freire's (1970) 5-points model of learning groups, suggestions for ESL teachers and for empirical research on curriculum content, democratic class organizations, codifications of home-school experiences, and problem-solving activities are presented. (Psychological Abstracts)

214. McKinsty, R. Assessment of a failure. Modern Languages in Scotland, 1974, 4, 52-55.

An account of a trip abroad which ended in failure. The reasoning underlying the experiment was that letting students hear and speak French in France would stimulate their interest. The trip to France was preceded by a three month mini-course in French. A link with other subjects (geography, history, outdoor education, etc.) would also be provided. The problem was to combine group travelling with linguistic exercise. The solution was to camp and to force students into situations where they would have to speak French. The group pitched camp in a small village near Tours. It was hoped that exposure to guided tours in French, and having to buy items in local stores and order in restaurants, would simulate students to broaden their communication skills. In 10 days, the objectives of the trip were realized, and most students were drawn into unstructured conversational situations. The failure was that those selected to go on the trip were those whose social background made travelling and language study the accepted thing. Children who came from more parochial environments were not given a chance to go along; the failure of the venture is in the unfair selection of subjects which, technically, ensured its success. (Language and Language Behavior Abstracts)

215. Mendoza-Friedman, M. Spanish students and intelligence testing. Trust - For Education Leadership, 1973, 3, 20-23.

The impact of standardized intelligence testing on the community of Spanish-speaking children is investigated. The vast majority of these children - because of language, cultural, and economic differences from the white middle class form - perform at the subnormal or mentally retarded level on these tests. The validity of intelligence

testing, which compares children of extremely diverse background in what amounts to a test of verbal and academic competitiveness, is challenged. A summary is given of the history of bilingualism and intelligence in the United States. The current stage of this academic and political controversy is reviewed in the context of differing educational philosophies. Some suggestions for the expansion of bilingual/bicultural education, and the use of criterion-reference testing (provided it is not misused like the standardized tests), are discussed. (Author Abstract)

216. Métraux, R. A study of bilingualism among children of U.S. - French parents. The French Review, 1965, 38, 650-665.

The purpose of this rather descriptive survey was to have U.S.-French parents describe their experiences with their children living in a bilingual context. The conclusions were drawn from 25 questionnaires received from U.S.-French parents, in which they were asked to give general information on themselves (i.e., age, occupation, education, languages spoken), general information on the children (sex, age, birthplace), children's degree of bilingualism, children's characteristics (i.e., personality), and information about children's acquisition of the second language. Attention is also given to the children's difficulties in acquiring two languages with regards to the reactions on the part of the child (emotional reactions, learning and adaptive process, school entrance and after) and to social pressures (grandparents and relatives, friends and playmates, religious instruction, and advice of specialist).

217. Mitchell, J. Residential language courses: A contribution to 'The International Experience'. Modern Language in Scotland, 1974, 4, 66-71.

The lack of motivation in students is the most fundamental of the problems plaguing foreign language instruction. Language clubs, German or Spanish day, and visits to places with foreign associations can all be effective stimulants. In June of 1971, the Lanarkshire (Scotland) County Modern Language Committee established two residential courses in French at Kersewell College following this pattern. The same was later done for German and Spanish. An outline of these three day courses is given. The motivation raising effort works in three ways: (1) it gives students intensive and varied listening practice; (2) it gives them opportunities to express themselves in the foreign language in everyday situations; and (3) it brings them into contact with a foreign environment and native speakers. To make the courses excessively planned or didactic is discouraged; unstructured communication is advocated. An after dinner French conversational session was a success. Games were also a useful way of eliciting communication practice. (Language and Language Behavior Abstracts)

218. Mori, G., Morrison, F., & Halpern, G. Bilingual education in the elementary schools: A selected annotated bibliography. Research Memorandum 71-11, Ottawa Public School Board.

This bibliography contains 59 annotated references which are concerned with bilingual education. The selection includes experimental studies as well as non-experimental articles. Some of the topics covered are: achievement, age factors, compound-coordinate bilingualism, concept formation, creativity, cultural factors, immersion programs, intelligence, motivation and attitudes, and verbal ability.

219. Moskowitz, G. T.V. versus classroom instruction in foreign language: A study of elementary school children's attitudes. Journal of Experimental Education, 1964, 33, 175-181.

The purpose of this investigation was to examine the effect of T.V. versus classroom instruction in French and in Spanish on children's attitudes toward these languages. Two studies are reported and discussed. Although the findings of the two studies are not consistent, it was concluded that, as far as attitudes are concerned, the medium of T.V. may not be as suitable for instruction in modern languages as it is for other areas of the curriculum.

220. Mueller, T. H. Student attitudes in the basic French courses at the University of Kentucky. Modern Language Journal, 1971, 55, 290-298.

A discussion of student attitude as it relates to achievement in a foreign language. Three hundred and seventy-five students in basic French courses, grouped according to their previous language training, filled out an anonymous questionnaire which requested information about the student's attitudes toward homework and such exercises as grmmar drills, his attitude toward French class as compared to his other classes, his own feelings of competence in speaking and reading the language, and his attitude toward the French people. Results showed predominantly negative attitudes are enumerated, and recommendations are made for techniques useful in changing these attitudes. (Language and Language Behavior Abstracts)

221. Mueller, T., & Harris, R. The effect of an Audio-Lingual Program on drop-out rate. The Modern Language Journal, 1966, 50, 133-137.

The purpose of this study is to investigate the drop-out rate of the students who were taught French through the Audio-Lingual Language Program (ALLP) and to compare it with that of the students in the control sections who followed an audio-lingual course based on textbooks and laboratory work. It also attempts to answer the question of whether or not low aptitude students are more likely to drop the course than high aptitude students. The results show that, compared with an audio-visual course, the ALLP French Program maintained a

reduced rate of student drop-outs. The drop-out rate of the low aptitude students in the experimental section is significantly lower than in the control sections. A significantly larger percentage of experimental students continued and completed the required second year course than control students. The student's aptitude had little or no bearing on dropping out of the course. The investigators think that the drop-out rate could be further reduced once all the features of programmed learning could be brought to bear upon some students who tend to prevent the program from controlling their learning.

222. Muller, T. H., & Miller, R. I. A study of student attitudes and motivation in a collegiate French course using programmed language instruction. International Review of Applied Linguistics, 1970, 8, 297-320.

Several studies have been devoted to language teaching methods. Teaching quality being constant, only small differences in student achievements have been noticed. The purpose of this study was to test the hypothesis that student attitude toward a foreign language has a greater effect on achievement than the teaching methods. One hundred and forty-nine American students from the University of Kentucky were questioned on their attitude toward the learning of French, French people and the French teaching program. Some important psychological factors for foreign language learning were noticed and discussed.

223. Nedler, S., & Sebera, P. Intervention strategies for Spanish-speaking preschool children. Child Development, 1971, 42, 259-267.

Compared three strategies of early intervention designed to increase the language communication skills of disadvantaged 3-year-old Mexican-American children. Treatment group 1 (T_1) included 16 subjects in a planned Bilingual Early Childhood Educational Program. Group T_2 included 16 subjects who were indirectly involved in a Parental Involvement Program. Group T_3 was composed of 14 subjects in a traditional day-care center. Before and after 29-month intervention period, all subjects were tested with the Leiter International Performance Scale and the Peabody Picture Vocabulary Test in English and Spanish. On all measures, T_1 made significantly greater gains than T_2 or T_3, indicating the greater effectiveness of the planned Bilingual Early Childhood Education Program. (Author Abstract)

224. Neidt, C. O., & Hedlund, D. E. The relationship between changes in attitudes toward a course and final achievement. Journal of Educational Research, 1967, 61, 56-58.

To explore the relationship between change in student attitudes toward a class, five equivalent forms of a 26-item attitude scale were administered at two-week intervals to 573 university students in three courses (Microscopic Anatomy and Embryology, English Composition,

and First Year German). Coefficients of correlation between the various sequential attitude scores and final achievement, with aptitude held constant, were computed in the three situations. Some evidence was found to support the hypothesis that attitudes become progressively more closely related to final achievement throughout the period of instruction. (Author Abstract)

225. Neufeld, G. A theoretical perspective on the relationship of bilingualism and thought: Revisited. Working Papers on Bilingualism, 1974, No. 2, 125-129.

This paper is concerned with some aspects of James Cummins' contention (see No. 1, Working Papers on Bilingualism) that there are non-linguistic and linguistic phenomena accounting for the bilingual's superiority. It is argued that this position is both superficial and misleading. Cummins is said to convey the impression that nearly all recent studies exploring the effects of bilingualism upon the cognitive and intellectual development in children support the view that bilinguals excel in various cognitive tasks. The author stresses the point that the goal of several bilingual education projects is not to prove that bilingualism enhances intellectual capacities but to ascertain that a second language can be acquired without detrimental effects. James Cummins is said to discuss the possible non-linguistic influences of bilingualism with no reference to particular language learning contexts, and to assume that students who have acquired their second language in an anglophone socio-cultural setting change their way of viewing things while going from one language to the other. The author questions this assumption and concludes that Cummins' discussions are misleading unless they are confined to highly specific contexts and situations.

226. Neufeld, G. A theoretical perspective on the nature of linguistic aptitude. Proceedings of the fifth symposium of the Canadian Association of Applied Linguistics, Toronto, 1974.

This paper is concerned with what is commonly referred to as 'modern language aptitude'. It is argued that variations in second-language student ability have been demonstrated but there is inadequate scientific evidence to support the hypothesis that innate capacity is one of the variables having a role to play in this variation. The author distinguishes between 'primary' and 'secondary' levels of linguistic competence. The 'primary' components of linguistic competence include a reasonably large and functional vocabulary, the mastery of native-like articulation habits, the acquisition of most of the phonological and morpho-syntactic rules of the language, and a basic mastery of the complex prosodic and para-linguistic features of the language. By the time he is 5 years old the child is said to have acquired these 'primary components', and the acquisition of these components shows little variation among children. The 'secondary levels' refer to the more complex aspects

of linguistic competence. At the 'secondary levels' variation among individuals is noted and they are said to be accounted, especially in the case of a second language, by personality factors, temperament, degree of anomia, desire to learn,the language context and the teaching approach. In conclusion, the author agrees with Carroll (1973) in his views that modern language aptitude comprises special learning abilities and psychological and sociological factors.

227. Neufeld, G. G. The bilingual's lexical store. Working Papers on Bilingualism, 1973, No. 1, 35-65.

Forty bilingual Ss were tested in four experiments to see if decoding of linguistically mixed texts with one-word substitutions in the other language would take more time than decoding of unilingual material. The overall aim was to further explore the nature of the language switch mechanism as it functions in input. In the first experiment, consisting of two unilingual and three bilingual sets of sentences, presented visually, Ss had to judge the trueness or falsehood of each statement. The time needed by Ss to decode unilingual sentences in both of their languages was compared with the time they took to decode bilingual blocks of sentences. No switching time whatsoever was detected in this experiment. In the second study, Ss read unilingual and bilingual passages where reading times were compared. With texts in L_1 word order with L_2 lexical substitutions, no switching time was found. Passages in L_2 order with L_1 substitutions, however, took longer to read than predicted; the additional time here was attributed to different reading strategies for L_1 and L_2. Ss also exceeded expected times in the third experiment where they heard and judged the trueness or falsehood of forty sentences with randomly placed lexical substitutions, patterned after Experiment 1. In the final study, the one-word substitutions, previously randomized, were placed at subject then verb phrase boundaries. Also, considerable care was taken to eliminate all semantic ambiguity and anomaly. Under these conditions, Ss needed no additional time to decode mixed material according to the analyses.

Conslusions were: (1) that in input, switching occurs when more than one word is substituted, and that this switching is primarily at the phonological and syntactic levels; (2) that the switch mechanism operates mainly in output where mixing of both languages is deliberate; and (3) that the bilingual possesses not two but one basic internal dictionary where words in both languages are pooled. (Author Abstract)

228. Ney, J. W. Bilingual education in Sunday school country. Elementary English, 1974, 51, 209-214.

There are problems associated with the education of bilingual children to which teachers should address themselves. In general, these are caused by a lack of sensitivity to the culture of the child. These problems can be overcome only by the conscious efforts of the teachers to break away from their own cultural ethnocentrism.

Other problems may be due to the attitudes of the students. These problems may be ameliorated by the conscious efforts of the teachers to influence student attitudes. Bilingual education cannot be expected to solve all of the problems of the bilingual students because: (1) it is not reaching enough of the students; (2) some problems lie outside its domain; and (3) society is not willing to support it with the needed aid. These propositions are supported with statistics and examples. (Author Abstract)

229. Norman, R. D., & Mead, D. F. Spanish-American bilingualism and the Ammons Full-Range Picture Vocabulary Test. Journal of Social Psychology, 1960, 51, 319-330.

An objective measure of bilingualism, the Hoffman Bilingual Schedule, and the Ammons FRPV were administered to 150 Spanish-American subjects, 50 each from CA's 17, 18, and 19. Major findings of the present study are: (a) bilingualism remains constant in the three age groups, although it is greater for them than for a New York City sample; (b) there is a low significantly negative association (=-.26) between amount of schooling and bilingual background; (c) there is a stronger negative association (r=-.49) between bilingualism and FRPV, this r dropping to -.44 when schooling is partialed out; (d) a stronger positive r of .62 exists between schooling and FRPV; (e) urban-rural differences are significant in both measures used, urbanites scoring higher on FRPV and lower in bilingualism; (f) Spanish-Americans score considerably lower than Anglos on the FRPV, and, combining present data with those of Ammons and Aguero, there is increasing difference in score between the two groups from ages 7 to 19. (Author Summary)

230. Olson, L. L., & Samuels, S. J. The relation between age and accuracy of foreign language pronunciation. Journal of Educational Research, 1973, 66, 263-268.

The assumption that younger children can master the phonological system of a second language more easily than those who are older was tested under laboratory conditions. This assumption is based on observations of immigrant children in natural settings and findings related to the ability of various age groups to recover full use of speech function following trauma to the dominant cerebral hemisphere. In the study, each of three groups of twenty elementary, twenty junior high, and twenty college students received ten sessions, each 15-25 minutes in length, of pre-taped German phoneme pronunciation instruction. A total of thirty-three phonemes were taught in 2 weeks using various mimicry drills. The students were pretested and posttested and given the Raven Progressive Matrices Test. Analysis of variance and covariance on the pretest indicated no difference in pronunciation. Contrary to common belief, on the posttest the junior high and college groups were significantly ($p<.01$) better at pronunciation than the elementary group. (Author Abstract)

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2 OF 2 DESROCHERS, ALAIN M.; AND OTHERS UNIVERSITY OF WESTERN ONTARIO, LONDON. DEPT. OF PSYCHOLOGY. SEP 75 149P.

231. Palmer, M. B. Effects of categorization, degree of bilingualism, and language upon recall of select monolinguals and bilinguals. Journal of Educational Psychology, 1972, 63, 160-164.

A free-recall procedure, utilizing categorized and noncategorized word lists in English, Spanish, and a mixed condition, was used with three groups of Spanish-English bilinguals and a monolingual English group. The amount of recall across all lists was greater for a categorized than for a noncategorized condition. The preferred language of recall and clustering was English, regardless of the group's degree of bilingualism. The poorer performance in Spanish was interpreted as a state of perceptual unreadiness, which was shown to create "interference" for the subjects when they were presented with a task requiring simultaneous switching between English and Spanish. (Author Abstract)

232. Papalia, A. An assessment of attitudes and behaviors of foreign language teachers. Foreign Language Annals, 1973, 7, 231-236.

The aim of this study was to identify what foreign language teachers believe are true characteristics of students and to provide empirical evidence about teachers' classroom behaviors as they relate to the teaching-learning process. Nine secondary schools situated in urban and suburban communities participated in the study. All foreign language teachers of the participating schools and 1,046 of their randomly selected students were surveyed by means of the Minnesota Teacher Attitude Inventory and the Teacher Description Instrument. Teachers of foreign languages manifested, in varying degrees, supportive attitudes toward pupils. They favored students' self-motivation and open interaction in the classroom, and they cautiously moved toward a student-centered concept of instruction. Students, in identifying and rating their teachers' classroom behaviors, confirmed that foreign language teachers displayed student-centered classroom behaviors and that they actualized learning by being sensitive to the needs and abilities of students. (Author Abstract)

233. Papalia, A. Using different models of second-language teaching. Canadian Modern Language Review, 1975, 31, 212-216.

In this article, it is argued that it is not a simple matter to motivate students to learn a language because each individual brings to a learning experience a unique assortment of interests, abilities, needs, attitudes and goals. Furthermore, no two language teachers will have the same effect on the same student since each may have differing effects on the motivation level and learning of that particular student. The differing personalities of the teachers contribute in part in explaining the different effects. It seems that the type of structure and the interaction in the classroom (co-operative vs. competitive vs. individualistic environment)

influence the liking or disliking of the teacher. The author describes four models of instruction: Group Investigation model, Information Processes model, Personal Inquiry model, and Operant Conditioning model. An Integrated Instructional Model (combining aspects of the four) is strongly suggested, which offers various learning environments to students having different motivation and learning experience.

234. Paton, R. J. Teaching French by case-study on HND business studies courses. Modern Languages, 1974, 55, 178-181.

This article describes a method by which French language teaching can be made more relevant to student in HND business studies. The students are provided with relevant selected readings in French and a framework of commercial French vocabulary. Then they deal with a case-study for which they have to consider the given facts and/or to resolve given problems with reference to a commercial undertaking. By doing so, they hear new vocabulary, learn how, when, and where to use this vocabulary, and they use this register in simulated practical situations (role-playing). An emphasis is put on preserving the continuity and interest of the preceding activities.

235. Paulston, C. B. Ethnic relations and bilingual education: Accounting for contradictory data. Working Papers on Bilingualism, 1975, No. 6, 1-44.

This paper examines the contradictory data of research studies on bilingual education from the viewpoint that such data will make sense only if we consider bilingual education as the result of societal factors rather than as the cause of certain behaviors in children. Schermerhorn's theoretical framework for research on ethnic relations (with the independent variables of sequences of interaction, degree of enclosure, and degree of control) is utilized in an attempt to account for the various results of bilingual education programs. Wallace's scheme of revitalization movements is also briefly touched upon. (Author Abstract)

236. Peal, E., & Lambert, W. E. The relation of bilingualism to intelligence. Psychological Monographs, 1962, 76, 1-23.

The effects of bilingualism on intellectual functioning are ex;pored in this study. A group of monolingual and a group of bilingual 10-year-old children from six Montreal French schools were administered verbal and non-verbal intelligence tests, and measures of attitudes to the English and French communities. Contrary to previous findings this study found that bilinguals performed significantly better than monolinguals on both verbal and non-verbal intelligence tests. Several explanations are suggested as to why bilinguals have this general intellectual advantage. It is argued that they have a lnaguage asset, are more facile at concept formation, and have a greater mental flexibility. The results of factor analyses

applied to the data supported the hypothesis that the structures of intellect for the two groups differ. The bilinguals appear to have a more diversified set of mental abilities than the monolinguals. The correlations of the attitude measures with other variables are also discussed. (Author Summary)

237. Pieris, R. Bilingualism and cultural marginality. British Journal of Sociology, 1951, 2, 328-339.

In this article bilingualism is referred to as a "schism of the soul". The bilingual is said to experience "cultural marginality" when the sets of values attached to each language marginality is said to threaten the unity of bilingual's personality and the mastery of either or both languages. These opinions rest on examples drawn from British colonies.

238. Pimsleur, P. Predicting success in high school foreign language courses. Educational and Psychological Measurements, 1963, 23, 349-357.

This study is an attempt to predict the achievement of secondary school pupils in Spanish and French. The predictors used in this study were: English vocabulary knowledge; interest in studying the knowledge; the linguistic analysis test; the reading aloud test; the rhymes test; the Chinese pitch test; and sex. The criterion measures were the Cooperative (French, Spanish) Test, elementary Forms Q and R, and the Pictorial Auditory Comprehension Test (French, Spanish). The scores were analysed separately for French and Spanish, and for the two criteria within each language. The linguistic analysis, the rhymes and the reading aloud tests were the best predictors on the Cooperative French Test. Motivation played a relatively small role in this sample. The linguistic analysis test was also the best predictor on the French Auditory Comprehension Test. Vocabulary and interest were found to be the best predictors on the Cooperative Spanish Test, although the linguistic analysis test made a contribution independent of vocabulary. Vocabulary and interest were also the best predictors on the Spanish Auditory Comprehension Test.

239. Pimsleur, P., Stockwell, R. P., & Comrey, A. L. Foreign language learning ability. Journal of Educational Psychology, 1962, 53, 15-26.

This report on 2 studies of factors involved in learning French is based on 23 tests administered to 208 students in college French, and on 22 tests administered to 202 additional students a year later. The factors extracted and rotated in each study included: Verbal, Reasoning, Speed of Articulation, Pitch Discrimination, Timbre Discrimination, Interest, and Biographic. Multiple correlation test selection analyses resulted in (a) R=.65, using 6 tests to predict Cooperative French Test scores; and (b) R=.41, using 5 tests to

predict aural comprehension; and (c) R=.41, using 5 tests to predict speaking proficiency, verbal IQ and Interest (motivation) appear to be the most important factors in college foreign language learning; Reasoning, Word Fluency, and Pitch Discrimination also contribute. (Author Abstract)

240. Pintner, R. The influence of language background on intelligence tests. Journal of Social Psychology, 1932, 3, 235-240.

Four hundred and thirty children in grade 1 in three New York schools were divided into groups having English or non-English-speaking home backgrounds. They were given the Pintner-Cunningham and the Pintner Non-Language Primary Tests. In two of the schools the non-English groups did relatively better on the Non-Language Test. They seemed to be handicapped on the Pintner-Cunningham Test, and this in spite of the fact that the non-English speaking group in one school exceeded the English on this test. In the third school no differences between the groups on the two tests were found, and this is probably due to the fact that no real division between English and non-English was made. It would seem from this study that great caution should be exercised in the comparison of children with different language backgrounds when they are being compared by means of verbal intelligence tests. It should be remembered that the Pintner-Cunningham Test is non-verbal in content and that only enough English to understand the directions is required. With tests verbal in content as well as directions, a greater handicap will presumably be greatest in grade 1, diminishing thereafter as the child grows older. At what grade this language handicap will be entirely overcome will depend upon many factors, notably the opportunity to mix in an English-speaking environment and the general intelligence of the individual. A bilingual environment may prevent some individuals from ever really indicating their maximum intelligence on a verbal group intelligence test. (Author Summary)

241. Pintner, R., & Arsenian, S. The relation of bilingualism to verbal intelligence and school adjustment. Journal of Educational Research, 1937, 31, 255-263.

On the basis of the figures given in the Fifteenth Census of the United States it is estimated that 25% of the school population of this country is bilingual. In the present investigation the Pintner Group Intelligence Test, Form A, and the Pupil Portraits Questionnaire, Form A, were administered to 469 native-born bilingual Jewish children of the sixth and seventh grades in a New York Public Elementary School. The Pearson Product-Moment correlation coefficients between scores on the Hoffman Bilingual Schedule and the Intelligence Test results, and between the Schedule and the five parts and the total score on the pupil Portraits Questionnaire were practically zero. High and low bilingual groups of boys and girls, equated on socio-economic status, were compared as to their performance on these

same intelligence and adjustment tests and no statistically differences were found. It is concluded that bilingualism in this particular population bears no relation to verbal intelligence and school adjustment as measured by the test employed. (Author Summary)

242. Pintner, R., & Keller, R. Intelligence tests of foreign children. Journal of Educational Psychology, 1922, 13, 214-222.

A revision of the Binet Test given to children in three schools in which a large majority were foreign speaking, gave the following results: Average I.Q. for the English speaking 92; average I.Q. for the foreign speaking 84. The Pintner Group Test given to one group of these children showed a much higher I.Q. both for the English speaking and the foreign speaking, but for the foreign speaking, the difference between the results of the two tests was greater and in favor of the foreign group. In comparing the results obtained from a group of cases given the Stanford Revision of the Binet Test, and a series of Performance Tests, we find the correlation between the tests considerably better for the English speaking group than for the foreign speaking, and there were twenty-three percent more cases of foreign speaking children than of English speaking where the performance age was higher than the mental age. From these results, we may conclude that children who hear a foreign language at home, test lower as a rule when given the revisions of the Binet Test than given tests which require a minimum knowledge of English. And that when classified according to mental age, those children who hear a foreign language in their homes may suffer a serious handicap when tested only by the revisions of the Binet Test. (Author Summary)

243. Politzer, R. L. Student motivation and interest in elementary language courses. Language Learning, 1953, 5, 15-22.

This survey of interest in French or Spanish language courses cuts across the type of reading material they prefer, their attitude toward greater emphasis on oral proficiency, the primary purpose of instruction, and the motivation of language choice. It is concluded that the primary interest and motivation of the student at the elementary and intermediate level lie in the acquisition of the skills of the language itself, with a heavy emphasis on oral proficiency. Their interest is in the living language as a useful medium of communication and in contemporary material. Civilization, culture and literature may be the primary interest of many language professors, but they are apparently not the primary interest of the elementary student.

244. Potts, M. The effect of second-language instruction on the reading proficiency and general school achievement of primary grade children. American Educational Research Journal, 1967, 4, 367-373.

This article describes an attempt to study the interference effects of second-language learning on native language proficiency. The results revealed no significant differences, in reading or in general school achievement, between the group which had been instructed in a second language and the group exposed to a noncognitive activity. If interference effects did occur, they did not detract from overall functioning as measured by the criterion tests.

245. Pritchard, D. F. L. An investigation into the relationship of personality traits and ability in modern languages. British Journal of Educational Psychology, 1952, 22, 147-148.

The purpose of this study was to investigate the relationship between specific personality types and successful second-language acquisition. The results suggest a relationship between sociability and the fluency in the foreign language investigated (French). However, no firm conclusions can be drawn from this study because, among other things, the experimental group was far too small.

246. Pritchard, R. A. The relative popularity of secondary school subjects at various ages. British Journal of Educational Psychology, 1935, 5, (Parts 2 & 3), 157-179 & 229-241.

These articles describe a study of pupil interest in different school subjects including French. The reasons why they like or dislike each subject is illustrated by excerpts from pupils' answers. The results show that they are most interested in Humanities and least in Mathematics. The pupils stated their desire for self-directed acitvities, more variety in their work, and more contacts with daily life and human matters. Some statistical computations were included but the presentation is primarily of an interview-type of report.

247. Quinn, T. Some social and psychological dimensions of a foreign language curriculum. Babel, Journal of the Australian Federation of Modern Language Teachers' Associations, 1974, 10, 3-8.

An address to a conference of modern language teachers concerning why foreign language teaching in schools is frequently characterized by large-scale failure, and why the whole enterprise is currently under attack in many school systems. Three very different language learning situations are cited (standard English for American Blacks, English for Spanish speakers in California, and French for English-speaking elementary school children in Montreal); they suggest that success or failure in school learning situations is largely determined by social factors outside the control of the school. This principle

is applied to the foreign language learning situation in Australia. The psychological implications of some current language teaching practices are criticized; they needlessly trivialize human language functions. Possible solutions to the inadequacies outlined are considered, and an argument in favor of a radical re-examination of the place of language study in the school curriculum is presented. Even if this leads to the virtual disappearance of foreign language study as a separate curricular compartment, it is imperative. (Language and Language Behavior Abstracts)

248. Ramsey, C. A., & Wright, E. N. Age and second language learning. Journal of Social Psychology, 1974, 94, 115-121.

In a large study of New Canadians, data about age on arrival and achievement in English language skills were collected. The data for the students in grades 5, 7, and 9 were converted to standard scores and combined. Graphing the data revealed a critical age. Students who arrived at age 6 to 7 or younger performed close to average, and there was no relationship between age on arrival and performance. The average scores for students who arrived at an older age progressively dropped, and correlations indicated a modest relationship between age on arrival and test scores. Thus while all recent arrivals have initial difficulties in learning the language, it appears that over time, age on arrival is the critical variable. This provides indirect support for the position that there is a critical age for optimum instruction in a second language. The evidence is less clear for one of the seven language measures, the one dealing with intonation. (Author Abstract)

249. Randhawa, B. S., & Korpan, S. M. Assessment of some significant affective variables and the prediction of achievement in French. Canadian Journal of Behavioral Science, 1973, 5, 24-33.

A test to measure attitude toward the learning of French as a second language (ALFS) was developed. Measures of motivational intensity and orientation were modified to fit the local situation. Estimates of internal consistency (KR-20) of these instruments were obtained. It was found that ALFS spanned a four-dimensional space and the factors were labelled utilitarian , aestheticism , tolerance , and projection-attitude. A stepwise regression analysis revealed that tolerance and motivational intensity were the most effective of the seven competing predictors of achievement in French, accounting for 27.8% of the variance, whereas the entire set of predictors accounted for 30.6% of the variance. (Author Abstract)

250. Rao, T. S. Bilingualism and adjustment difficulties. In T. E. Shanmugan (Ed.), Researches in personality and social problems. Madras, India: University of Madras Press, 1973.

It was hypothesized that monocultural, bilingual children show more problem behaviors than monoglots, and that their maladjustments are related to the second language. Analysis of data from a battery of tests given to 226 6-10 year-old Kannada or Teluga-speaking children from Tamil primary schools show that bilingual girls, although superior in second language than bilingual boys, have adjustment difficulties in academic subjects unrelated to the second language. These results were not found in the bilingual boys. (Psychological Abstracts)

251. Ravem. R. Language acquisition in a second language environment. International Review of Applied Linguistics, 1968, 6, 175-185.

This report describes some aspects of a Norwegian six-year-old child's acquisition of English syntax in a second language environment. Some of the syntactic regularities of the child's speech are presented in the form of rewritten rules, though they do not claim to be generalized rules characterizing his competence. The sentences singled out for closer scrutinity were interrogative and negative sentences of the kind that in adult language require a do-transformation. The material collected was drawn from recorded free conversation and a translation test. The outcomes suggest that a young foreign person as well as a native child, while learning a language in an informal setting, create their own grammar; in the former case, the grammar rules are greatly influenced by the mother tongue. Although the author did not intend to test any particular hypotheses relating to certain theories of language learning, it is suggested that the process of learning a second language might be qualitatively different from that of the first language. It is also suggested that a normal six-year old child at all levels of language might be facilitated by the linguistic competence he already possesses through his first language.

252. Reinert, H. Student attitudes toward foreign language--no sale. Modern Language Journal, 1970, 54, 107-112.

A report of the results of a survey of student attitudes toward foreign language courses in junior and senior high schools in Edmond, Washington. It had been assumed that secondary students enroll in foreign language courses because of a desire to learn the foreign language and culture. Well over half of the students surveyed indicated that college requirements influenced their original enrollment in foreign language classes. Details of the questions posed and the implications of the results of the study are discussed. (Language and Language Behavior Abstracts)

253. Repin, V., & Orlov, R. S. The use of sleep and relaxation in the study of foreign languages. Australian Journal of Psychology, 1967, 19, 203-207.

An account is given of some Russian experiments on the use of an induced state of relaxation in the learning of foreign languages. Evidence is presented that a method of auditory intake in a relaxed state followed by rehearsal of foreign language vocabulary led to better short and long-term recall than did more conventional methods of study. The relaxation method was compared favourably with the more standard procedure in Russia of learning during sleep (hypnopedia). (Journal Abstract)

254. Reynolds, A., Wargny, N. J., & Lambert, W. E. The development of ethnic attitudes among children schooled in a second language. Department of Psychology, McGill University, 1970. (Mimeo)

It has been demonstrated that monolingual French and monolingual English-speaking Canadians tend to favorably rate their own language group and denigrate the other language group on a variety of semantic differential adjectives (Anisfeld and Lambert, 1964; Lambert, Frankel, and Tucker, 1966). The present study sought first to determine if English-speaking children schooled exclusively in French would develop a "bicultural personality" and accordingly be less inclined to overrate English-Canadians or to underrate the French-Canadian group. Secondly, if such an effect were found, we wished to know whether a reflection of more favorable parental attitudes, or whether, as a result of the second language learning experience, the children had come to like the group that speaks that language. Thirdly, we wished to see if the possible development of the "bicultural personality" extended to changes in the similarity of the children's semantic differential ratings of the monolingual French and English control children. (Author Abstract)

255. Richards, J. C. Social factors, interlanguage, and language learning. Language Learning, 1972, 22, 159-188.

The field of second language learning is shown to encompass the study of interlanguage phenomena, which reflect the conditions under which language is learned and used. These include the processes of language transfer, transfer of training, strategies of learning, strategies of communication, and overgeneralization. Five different contexts for language learning are considered and the results of language learning in each context related to the social context for learning through the notion of interlanguage. (Author Abstract)

256. Riegel, K. F. Some theoretical considerations of bilingual development. Psychological Bulletin, 1968, 70, 647-670.

Three aspects of bilingual development are discussed. First, the environmental, linguistic conditions that impinge upon a growing individual are described. Second, changes in the set of word relations are contrasted with changes in the vocabulary. Third, relations also form the basis from which semantic and syntactic classes are derived. The free ends of two intersecting relations represent the minimal condition for the definition of a class. As a most stringent criterion, the free branches are to be symmetrically related. Examples of complex networks and different types of relations are given and the possibilities discussed of deriving word classes empirically, of defining meaning operationally, and of applying digraph theory for their analysis. The ambiguity of function words and interlingual syntactic transformations concludes the discussion of bilingual development. (Author Abstract)

257. Riestra, M. A., & Johnson, C. E. Changes in attitudes of elementary-school pupils toward foreign-speaking peoples resulting from the study of a foreign language. Journal of Experimental Education, 1964, 33, 65-72.

The problem of this investigation was to determine the extent to which a group of elementary school pupils who had studied a foreign language differed in their attitudes toward the peoples represented by that language from another group of pupils who had not studied the foreign language. Sixty -three pupils engaged in learning Spanish for two years were compared with a control group on their attitudes toward Spanish-speaking peoples. The results revealed that the students of Spanish had significantly more positive attitudes toward the Spanish-speaking peoples they had studied about than did the group that had not studied Spanish. This was true, but to a lesser extent, with regard to Spanish-speaking peoples they had not studied about. The children who had studied Spanish through TV and tape-recorded lessons tended to have more positive attitudes toward Spanish-speaking peoples than did those who received instruction from specialist teachers. It was found that the children who had not studied Spanish expressed more positive attitudes toward foreign-speaking peoples other than Spanish than did those who had studied Spanish. The group that had studied Spanish under specialist teachers did not differ significantly in attitudes toward foreign-speaking peoples other than Spanish from the group which received instruction by TV and tape recordings. It is concluded that foreign-language teaching can create more positive attitudes toward the peoples represented by that language, and that some teaching methods may be more effective at it than others.

258. Rigg, M. Some further data on the language handicap. Journal of Educational Psychology, 1928, 19, 252-256.

The article reviews some of the efforts which have been made to estimate the influence of social status and language handicap in the comparison of different nationalities. Some results are presented which tend to show that a small language handicap does exist which, however, is insufficient to explain the large variation in the case of the Italians. (Author Summary)

259. Rosansky, E. J. The critical period for the acquisition of language: Some cognitive developmental considerations. Working Papers on Bilingualism, 1975, No. 6, 92-102.

This paper reviews the biological origins of the cirtical period hypothesis and the neurophysiological evidence which was initially supplied in support of a critical period for the acquisition of language. Noting the inconclusive nature of neurophysiological evidence, the author suggests that we look to the interplay of affective and cognitive factors in discussing the acquisition of a second language. The main focus of this paper is the consideration of Piagetian cognitive developmental theory in general, and the development of the symbolic function in particular as it relates to the problem of second language acquisition. The suggestion is offered that the onset of Formal Operations may well mark the beginning of the end of a critical period of the acquisition of language. (Author Abstract)

260. Rose, T. E. Foreign language education in myth and reality. Foreign Language Annals, 1972, 5, 463-471.

Throughout today's educational process, the key word is "relevance". Secondary school students find a great disparity between much of what goes on in the classroom and their daily life activities, and they are not reluctant to voice their dissatisfactions. Thus, much of the success of the programs in today's curriculum may be in direct proportion to student relevance. Foreign language programs are no exception. In spite of the fact that foreign language often masquerades as an elective subject, many students still choose it to fulfill college entrance or college prep requirements. Those who do not are often disillusioned when the initial pleasurable experience of the new language and culture gives way to the necessity of abundant hard work for continual success. As audiolingual foreign language enters its teen years, we must re-examine our aims and objectives and grapple with adolescent problems. To do this, we must first examine the present status of foreign language teaching and realize the disparity between some of the prevalent myths and realities, in order to be in a more tenable position for revising our goals to assure relevance of our field, and for defending or justifying our place in the curriculum of our present-day schools. (Author Abstract)

261. Saer, D. J. The effects of bilingualism on intelligence. British Journal of Psychology, 1923, 14, 25-38.

The purpose of this investigation was to examine the effect of bilingualism on 1400 children, whose ages ranged from 7 to 12 years, from seven districts in Carmarthenshire, Cardiganshire and Montgomeryshire. In six of these districts, the majority of the subjects were native speakers of Welsh. The children from the rural districts learned English in school and those of the urban districts learned English both in school and from playmates. Six hundred students from the University College of Wales were also tested. The results revealed that the monolinguals in rural districts were superior to bilinguals in the same districts when tested by the Binet. This difference is said to be of a permanent nature since it was noticed at the university level also. Either in Welsh or in English, the range of vocabulary of monolinguals was found to be higher than that of bilinguals. The bilinguals were found more confused on destrality and rythm than monolinguals both in rural and urban districts. Children and university students from urban districts tested with the Binet showed a lesser difference between monolinguals and bilinguals. It was suggested that the greatest influence on the mental confusion occurring in bilingualism was exerted by the language used by bilingual children in their play and in their free association with companions when that language was not also that in which they were first taught at school.

262. Samuels, M., Reynolds, A. G., & Lambert, W. E. Communicational efficiency of children schooled in a foreign language. Journal of Educational Psychology, 1969, 60, 389-393.

Twenty-two English-speaking second-grade children who had received their first two years of instruction exclusively in French, for them a foreign language, were tested for communication skills in both English and French. Experiment 1 examined their ability as decoders of novel information, experiment 2, their proficiency as encoders. In both instances, subjects are as capable as matched control groups of monolingual English and French-speaking children. It is concluded that young children instructed exclusively in a foreign language can apply abilities developed mainly through teacher-pupil interaction to non-academic, peer-to-peer communication setting, with no decrement in maternal language performance. (Author Abstract)

263. Sanchez, G. I. Bilingualism and mental measures. Journal of Applied Psychology, 1934, 18, 765-772.

The author stresses the fact that many people in the educational field accept the doctrine of individual differences and fail to recognize the importance of the fundamental personal, social, cultural and environmental differences in the measurement of mental capacities. The use of tests is said to have led many to assume that there is a universality of experiences. Some methodological errors in the testing

of bilingual children are pointed out and the responsibility of the educational system for Spanish-American student drop-out is discussed.

264. Sanchez, G. The implications of basal vocabulary to the measurement of the abilities of bilingual children. Journal of Social Psychology, 1934, 5, 395-402.

A comparison of the vocabulary used in giving the Stanford-Binet tests for the years III to VIII with the standard vocabulary used as a desirable goal for non-English-speaking children in the schools of New Mexico reveals the fact that many of the words in the test are not in the standard list. Eighty-two unfamiliar words occurring in a total of 114 different instances. In view of the fact that few of the Spanish-speaking children actually master the full standard vocabulary during their first school years, their disadvantage in the test situation is apparent. (Psychological Abstracts)

265. Schumann, J. H. Affective factors in second language acquisition. Unpublished paper, Harvard University, 1974.

The purpose of this paper was to review some of the affective factors affecting success in second-language acquisition. The author presents observations and ideas of linguists and anthropologists, as well as experimental studies on the role of attitudes and motivation in second-language learning. Attention is also given to studies of the role of empathy, and the relationship between age and affective variables.

266. Schumann, J. H. Second language acquisition research: Getting a more global look at the learner. Paper presented at the University of Michigan Sixth Annual Conference on Applied Linguistics, Ann Arbor, Michigan, 1975.

It is argued that in order to have a better understanding of how a second language is learned, we should give more attention to the second-language learner. This paper is concerned with three major topics: (1) the linguistic product of second-language learning (morphemes, questions, negatives, and auxiliairies); (2) the cognitive processes involved in second-language learning (generalization, imitation, inference, analogy, and rote memory); and (3) the initiating factors in second-language learning (acculturation, attitude and motivation, and ego-permeability). It is concluded that a better knowledge of these areas would facilitate a more global understanding of the learner.

267. Schild, E. O. The foreign student, as stranger, learning the norms of the host-culture. Journal of Social Issues, 1962, 18, 41-54.

In discussing the 'contact' between hosts and strangers, it would seem necessary to take into account the differential opportunities for learning which the contact situation offers; in other words, to what degree there are opportunities for learning by observation, participation or explicit communication. From our discussion it would seem that the stranger's learning, in whatever forms, encounters certain basic obstacles derived from his position as a stranger--his location in the host-society and his previous socialization in his home-culture. But certain differences were found in regard to the relative effectiveness of the suggested three ways of learning. The following hypotheses emerge from the findings we have discussed: (a) In term of scope of learning, observation is superior. While both 'participation' and 'explicit communication' depend on the readiness of the hosts to allow the stranger to participate or to communicate to him, the possibility of observation exists in any situation encountered by the stranger, independently of the hosts. Thus there is a great variety of situations in which the student may learn by observation, and the difficulties of generalization seem relatively less severe. (b) In terms of the effectiveness of a given learning situation, participation seems superior. Here the reinforcements appear most effective, and also from the viewpoint of motivation, participation will, at least in its later stages, be effective. (c) In terms of ease of learning, i.e., the speed with which the situation can be structured, explicit communication is inherent in the serious obstacles to its acceptance. But if accepted, it can rapidly structure a given situation. (d) As for the more durable change of attitudes, it appears possible to rank the three ways in order of effectiveness, and to suggest participation as the most effective means for inducing change, then observation, and only in third place, explicit communication. It follows that in the evaluation of the effects of overseas study tours, considerable differences are likely to be found in the changes produced where the study tours are based exclusively on sight-seeing and lectures and where they provide primarily opportunities for intensive participation (e.g., in work situations). (Author Summary)

268. Scovel, T. Foreign accents, language acquisition, and cerebral dominance. Language Learning, 1969, 19, 245-253.

It has long been accepted that children are able to master the sound patterns of a second language with much greater ease than adults. In fact, adults never seem capable of ridding themselves entirely of a 'foreign accent'. There have been many attempts to account for this discrepancy in language learning between children and adults in terms of nurture, but, for the most part, these theories have proved inconsistent. It is proposed that it is the nature of the human brain, not its nurture, that is essentially

involved here--specifically, that the onset of cerebral dominance, which seems to occur around the age of twelve, inhibits the ability of a person to master the sound patterns of a second language without an impinging foreign accent. (Author Abstract)

269. Segalowitz, N. Psychological perspectives on bilingual education. In B. Spolsky, & R. L. Cooper (Eds.), Current trends in bilingual education. The Hague: Mouton & Co., (in press).

This paper reviews some of psychological issues pertaining to bilingual education. Attention is given to some of the major theoretical positions in psychology that are relevant to an understanding of the psychological consequences of bilingualism. Three major questions are considered and discussed: (1) whether the bilingual's brain functions differently from the monolingual's brain; (2) whether the bilingual person--as a social being--functions differently from the monolingual person; and (3) whether there are constitutional or experiential factors that predispose some people who are not yet bilingual to greater success in language learning than others.

270. Segalowitz, N., & Lambert, W. E. Semantic generalization in bilinguals. Journal of Verbal Learning and Verbal Behavior, 1969, 8, 559-566.

Bilinguals were trained to press a reaction-time button to those words in a mixed-language (English and French) list which were not exemplars of a certain general concept while learning to recognize which words were. They were then tested on a new mixed-language list containing English and French synonyms of the concept. Reaction latencies were used as indices of within and between-language semantic generalization. It was found that: (a) all Ss generalized their responses significantly to both within-language and other-language synonyms; (b) in screening words of membership in the special category, Ss found that the semantic properties of each test word provided a more important clue than did the language of the test word; and (c) the semantic properties of test words played a more important role for coordinate than for compound bilinguals. (Author Abstract)

271. Sechrest, L., Flores, L., & Arellano, L. Language and social interaction in a bilingual culture. Journal of Social Psychology, 1968, 75, 155-162.

The present study grew out of a concern for the possible effects of language on experimental work done in bilingual cultures. In an initial study of casual conversations on a Philippine University campus, it was found that the great majority were being conducted in a local dialect although the university's language instruction is English. English was more likely to be the language of conversation

when the couples speaking were of mixed sex. A second study focused on the effects of language on social distance as reflected by physical distance in an experimental setting. The language used by the experimenter did not affect distance taken by his subjects, but cross-sex experimenter-subject pairs showed greater distancing. Use of English by the experimenter did produce longer replies by subjects. (Author Abstract)

272. Selltiz, C., & Cook, S. W. Factors influencing attitudes of foreign students toward the host country. Journal of Social Issues, 1962, 18, 7-23.

This article summarizes some of the factors that influence attitudes of foreign students toward the United States. Four major topics are discussed: (1) foreign students' image of the United States and the Americans, (2) the general impact of the cross-cultural experience, (3) factors associated with differences in foreign students' attitudes, and (4) time stages in attitudes toward the host country. Some ideas for future research are suggested, such as: the effects of differences in past experience or in other characteristics of the students on attitudes toward the host country, an assessment of long-term effects of contact on attitudes, and comparable investigations of foreign students in countries other than the United States.

273. Sharma, V. P. Evaluating the effectiveness of teaching technique for Hindi as a second language. California Journal of Educational Research, 1972, 23, 115-124.

An equal number of pupils from two extreme divisions of grade 10 who had been graded on the strength of the total scores at the Annual Internal Examination were taught identical course-contents C_1 and C_2 by a bilingual teacher for 45 periods for each method, using traditional and experimental (situational) methods in an ABBA sequence. The effectiveness of the methods was evaluated by identical test contents. Results reveal that (1) the situational method in a natural setting for post-secondary school classes proved more effective in the teaching of Hindi as a second language, and (2) the situational method was more effective for high achievers and the traditional translation method for low achievers. (Author Summary)

274. Skoczylas, R. V. Bilingual education: An alternative to the traditional all-English curriculum. California Journal of Educational Research, 1975, 26, 40-51.

The study assessed the relative effects of two different education programs (bilingual and monolingual) on the linguistic, academic, attitudinal, and cognitive growth of two groups of primary school children who were compared on the features known or suspected to affect linguistic or mental development. To further increase comparability of the intact groups, an analysis of covariance procedure was applied

to adjust statistically each of the criterion variables for initial differences in age, intelligence, home-educational environment, and listening and speaking ability in English and Spanish. The adjusted mean scores were then tested by analysis of variance. Findings show that the 25 bilingually instructed subjects understood and spoke English and Spanish as well as the 22 monolingually instructed subjects; their attitudes toward themselves and the 2 salient ethnolinguistic groups were as favourable as those of their monolingually instructed counterparts. The monolingually instructed subjects scored significantly higher on the math test administered in English. there was no significant difference in cognitive growth between the two groups. (Author Abstract)

275. Smart, J. C., Elton, C.F., & Burnett, C.W. Underachievers and overachievers in Intermediate French. Modern Language Journal, 1970, 54, 415-422.

This study is an initial effort to determine the extent to which measurable personality trait can be utilized to identify under and overachievers' results from suggestions in a previously noted literature which indicate the desirability of including emotional, motivational, and personality variables in future prediction efforts. The students' population in this study consisted of all freshmen and sophomore females (n=84) at the University of Kentucky enrolled in intermediate French in the fall semester of 1969, with complete test data. This study has suggested that personality traits can be used to identify under and overachievers in intermediate French. These finding support the contentions of other researchers for the usefulness of non-intellectual factors in studies predicting academic performance. Several possible inferences from the results of this study have been proposed. However, the exploratory nature of this investigation and the small number of cases prohibit over-generalization. The results do suggest potentially profitable areas for future investigations by researchers who desire to improve the prediction of academic performance by identifying a broader base of predictors.(Language and Language Behavior Abstracts)

276. Smith, A.A. The importance of attitude in foreign language learning. Modern Language Journal, 1971, 55, 82-88.

An examination of attitude formation in terms of the teacher, other school personnel, parents and students. The influence of teacher, counselor, parent, and community upon the learner is immeasurable; the first day the student walks through the door of a foreign language classroom he arrives with a set of attitudes. Among the negative attitudes found in students are: (1) the feeling that the course is irrelevant and to be endured only for utilitarian reasons; (2) the feeling of boredom brought about by the fact that although the material is "new" it is presented in the same old way; (3) the feeling which Lambert called "anomie", or hostility toward the foreign language; and (4) the feeling of being a failure. In order to cope with these negative attitudes it is necessary to understand the nature of motivation and attitude itself. It is useful to study the highly-motivated student and see what makes him tick, and to bear in mind that although teachers are academically oriented, and enjoy books and learning, their students' interest may lie elsewhere. Jack Frymier is

quoted: "The best teachers are those who fully comprehend the great mass of personal and social factors operating within the classroom, then, by sensitive observations and exacting methods, construct learning experiences which will be congruent with and moving in the same direction as their pupils' expectations." (From Language and Language Behavior Abstract)

277. Smith, D. The Pennsylvania Foreign Language Research Project: Teacher proficiency and class achievement in two modern languages. Foreign Language Annals, 1969, 3, 194-207.

Since 1960 the MLA Foreign language proficiency tests for teachers and advanced students have been used to measure teacher achievement in language skills and allied professional areas. The tests are suggested as prerequisites for teacher certification. In Pennsylvania, where the tests were mandatory from 1963 until 1969, a comparison was made between teachers' proficiency test scores and the subsequent achievement of their classes on standardized tests. No important significant relationships occurred between eighty-nine French and German teachers' proficiency and class achievement after one year. No significant correlation could be found between teacher and student scores in forty classes after two years of French or German instruction with the same teacher nor in twelve intact German classes who maintained the same teacher through level III. Regression analyses also failed to show that teacher proficiency test scores contributed substantially to individual student achievement. It is suggested that the MLA proficiency tests are valuable as advanced achievement measures or alternate criterion but should not be required for teacher certification until their contribution to student achievement is more fully defined. (Author Abstract)

278. Smythe, P.C., Stennett, R.G., & Feenstra, H.J. Attitude, aptitude, and type of instruction program in second language acquisition. Canadian Journal of Behavioral Science, 1972, 4, 307-321.

This study compared the pattern of relationships among various indices of attitude, aptitude, and second-language achievement obtained by two samples of students enrolled in either a traditionally oriented or an audio-lingual French course. The data were analysed separately for each sample by means of factor analyses. Considerable agreement was found between the factor structures obtained for the two samples; the results are related to Gardner and Lambert's (1959) two process approach to the study of second-language acquisition. Several differences in French performance were found and are discussed with reference to the kind of course to which students were exposed. (Author Abstract)

279. Smythe, P.C., Stennett, R.G., & Gardner, R.C. The best age for beginning foreign language training: Issues, opinions, and facts. Canadian Modern Language REview, 1975, (in press).

The purpose of this report is to examine the evidence and arguments for and against the position that young children are better equipped to learn a second language than are adolescents and adults. In doing so the aims, projected benefits, and methodology of foreign language programs are considered. It is concluded that the more time spent studying a second language, the greater the probability that an individual will achieve well

in the language, regardless of his age. Though useful, FLES programs are not seen as being necessary, since bilingualism can be achieved even if the individual begins his training after the elementary school level. Careful planning of second language programs according to clearly specified aims and abjectives is stressed.

280. Soffietti, J.P. Bilingualism and biculturalism. Journal of Educational Psychology, 1955, 46, 222-227.

The author makes a distinction between the concepts of 'bilingualism' and 'biculturalism'. It is argued that one can exist without the other. For example, a child who is learning a second language in his native monocultural setting can hardly get beyond the 'synonym stage' and is unlikely to acquire the cultural behaviors and connotations proper to the language to be learned. It is suggested that it is only by living in the culture where the language is spoken that the full meanings of its utterances can be acquired.

281. Spoerl, T. Bilinguality and emotional adjustment. Journal of Abnormal and Social Psychology, 1943, 38, 37-57

A variable number of bilingual freshmen and their controls were tested on 4 different instruments: the Allport-Vernon study of values, the Bogardus test of social distance, the modified Kent-Rosanoff Association test, and the Morgan-Murray thematic apperception test. In the survey group the reasons for withdrawal from college and the careful interviews suggested strongly that an emotional factor was clearly differentiating the bilingual and control groups. The area of emotional disturbance seemed to be that of intra-family adjustment. The Allport-Vernon study of values showed that a significantly larger proportion of bilingual students held extreme social values: presumably, resulting from 2 extreme reactions possible in the case of social frustration (overcompensation or withdrawal). The Bogardus Test of social distance showed that the 7 national groups to which 80% of the bilingual students belong were given a higher social distance by the control than by the bilingual students. To a certain extent these bilingual students did not accept their own group. The Kent-Rosanoff test showed a lack of indentification with their immediate environment on the part of bilingual students. The thematic apperception test showed the family conflict of the bilingual student to be more intense. Apparently, they also have some difficulties in identifying with the environment of their parents.

282. Spoerl, D.T. The academic and verbal ajustment of college age bilingual students. Journal of Genetic Psychology, 1944, 64, 139-157.

The purpose of this study was to examine the problems of personal adjustment in bilinguals. The survey group (69 Freshmen) was matched on the basis of their scores on the Henmon-Nelson test of mental ability, as well as for age and sex, with a control group. The intensive study group (32 Freshmen) was also matched on the basis of the same test, age, sex, and socio-economic status. The Terman-Merrill Revision of the Stanford Binet scale scores revealed a slight, but insignificant, handicap of a verbal nature existed for the college level verbal ability tests, and

their academic performance did not seem to be affected by the slight verbal handicap shown on the Binet. Further investigation on pre-college academic performance showed that bilingual subjects were significantly better than the control group. There was a slight, but insignificant, evidence of a higher level of vocational plans on the part of the bilingual students. The bilingual women showed a significantly greater interest in language. It is concluded that college age bilingual students show no evidence of academic or verbal handicaps.

283. Spolsky, B. Attitudinal Aspects of Second Language Learning. Language Learning, 1969, 19, 271-283

A major difference between first and second language acquisition is in the degree of variation in the levels of proficiency attained by learners. Among the factors proposed to account for this variation are method, age, aptitude and attitude. In a typical language learning situation, there are a number of people whose attitude to each other can be significant: The learner, the teacher, the learner's peers and parents, and the speakers of the language. One of the most important attitudinal factors is the attitude of the learner to the language and to its speakers. Use of an instrument that compares a subject's attitude to speakers of his native language and to speakers of a foreign language made possible a consideration of the nature and influence of this attitude. The extent to which foreign students newly arrived at American universities showed a greater desire to be like speakers of English than like speakers of their own language was significantly correlated with their proficiency in English. It is clear that the social role of language cannot be overlooked in the development of a theory of second language acquisition. (Author Abstract)

284. Stafford, K. Cognition and language: Problem-solving as affected by knowledge of English and Navaho. Language and Speech, 1966, 9, 63 67.

Two groups of Navaho children whose knowledge of English and Navaho differed were given "culture-fair" problems. Solutions to the problems were related to the age when English was learned (degree of knowledge of English). Differences were found between groups in number of problems solved, number of trials per problem solved, and proficiency in coping with certain problem types. It was tentatively concluded that performance on such problems is based on representational processes which in turn depend on the available symbol system. (Author Abstract)

285. Stanley, M.H. French immersion programs: The experience of the protestant school board of Greater Montreal. Canadian Modern Language Review, 1974, 31, 152-160.

A brief historical overview of the implementation of early and late French immersion programs in Roslyn school (Westmount) is presented. Some advantages and disadvantages of early and late immersion are discussed: Transportation, problems of motivation or inability to learn french, preparation and learning tools, and administration. Also emphasized are

the actual problems and difficulties associated with PSBGM Immersion patterns: Class size, staffing, material and cost, job security, programming difficulties, credits, effect on regular stream, and negative effect on first language skills. The effectiveness, the objectives and the future of the immersion programs are briefly discussed. The early-immersion program may eventually be discarded since that is the one which poses the greatest number and severest kind of problems, and in the long run is the most costly. A compromise solution is to offer a junior high school option (Grades Seven and Eight) in French, and do away with early immersion and post-immersion programs. Furthermore, many French high schools are open to those children.

286. Stanutz, S. The teaching of French as a second language in Ottawa. Canadian Modern Language REview, 1974, 31, 142-151.

The purpose of this paper is to describe the new programs implemented in Ottawa since 1970: The early-immersion program, the core French program, the late-immersion program (grade six), the bilingual grade seven-eight program, the bilingual high school, and some additional options in secondary school. The evaluation results of the twenty-minute a day module (core French program) are most discouraging. The immersion program is available to all pupils, though when a pupil with a learning disability is detected, his parents are informed and a transfer to the regular stream is recommended. Given that some parents don't comply, the board is considering establishing a French-speaking support staff. The impact and the cost of French programs are briefly discussed. Bilingual education costing more than a regular education, the French programs are thus vulnerable. Even after major cutbacks and an increase in the class size, the board still could not continue to implement the recommendation of the French curriculum committee.

287. Stark, W.A. The effect of bilingualism on general intelligence: An investigation carried out in certain Dublin primary schools. British Journal of Educational Psychology, 1940, 10, 78-79.

The purpose of this investigation was to examine the effect of bilingualism on general intellingence of Irish students whose ages ranged from 10 to 12. The bilingual group and the control group were given the Dawson mental test A and B and the passalong test. On the Dawson mental test B (which the bilingual took in Irish) the mean score of 271 bilingual children was compared with that of 297 monolingual children. A significant difference of five points was found in favor of the monolinguals at the age of 11-12, with the difference at the earlier age so small as to be negligible. In the Dawson mental test A (which both groups took in English) the mean score of 65 bilinguals was compared with that of 104 monolingual children. It was found that the bilinguals were significantly superior to the monolingual children. No difference was found on the passalong test between the two groups. It was concluded that the acquisition of a second language at school does not necessarily weaken the home language but may even strengthen it.

288. Stern, H. H. Foreign language learning and the new view of first-language acquisition. Child Study, 1968/1969, 30, 25-36.

"We must postulate an innate component in the brain function without which a human infant could not respond to the complexities of language. Undoubtedly, the actual acquisition of language involves some form of learning althouth the learning processes involved, if we reject a stimulus-response model, as I think we must, are not at all clear. It may further be assumed that maturation in infancy makes the child receptive to such language learning. Once language development has taken place, it produces a lasting structural change. If a new language is learnt in later years, it is filtered through the language acquisition device of the individual, modified by his first language. As a result, second-language learning is a process which, in many ways, is different from first-language acquisition." (Psychological Abstracts)

289. Stern, H.H. Some psychological aspects of second language learning. Modern Language Center, Ontario Institute for Studies in education, 1972 (Mimeo).

In this paper the author discusses the relevance of psychology in second learning and teaching. Attention is given to the following topics: Linguistic and communicational competence, the concept of bilingualism, first and second-language acquisition, the optimum age issue, motivation, goal perception, individual differences in language learning, and methods of language learning.

290. Stern, H.H. Bilingual education: A review of recent North American experience. Modern Languages, 1973, 54, 57-62.

The purpose of this article is to review some of the more recent North American experiences in bilingual education which are relevant to language teaching in Britain in the seventies. First, American and Canadian philosophies regarding citizens of different ethnic groups are contrasted and compared. Some bilingual education projects are referred to and briefly discussed. Some attention is given to recent development in bilingual education in Montreal as well as other parts of Canada. Bilingualism is seen as a possible solution of the language problems of several countries, as a possible approach to the education of minority language groups, and as an alternative to language instruction per se.

291. Stern, H.H. Retreat from dogmatism: Toward a better theory of language teaching. Canadian Modern Language Review, 1974, 30, 244-254.

Second language teaching theory development has suffered from a lack of continuity in thought and research for action. It seems to always be preoccupied with the newest idea; this single emphasis has the unfortunate consequence of disregarding the multiplicity of factors that may influence success or failure in language learning. Another weakness in theory development is the failure to recognize that language pedagogy has much to gain from taking note of the discoveries of linguistics and psychology. There are certain indications that the narrow approach to language teaching of the past is giving way to a more comprehensive outlook for a variety of factors. (Language and Language Behavior Abstracts)

292. Stern, H.H., & Swain, M. Notes on language learning in bilingual kindergarten classes. Modern Language Center, Ontario Institute for Studies in Education, 1971 (Mimeo).

These notes on language learning are based on observations made in French immersion kindergarten classes in the area of the Ottawa and Carleton boards of education. These observations are taken from a report of a pilot study undertaken by the bilingual education project of the Ontario Institute for Studies in Education. The context of language learning in kindergarten is described as being unstructured and rather relaxed. The nature of the interactions between teachers and pupils is discussed. A pilot version of a French comprehension test was developed and was used in order to evaluate the outcomes of the program. A group of children engaged in the French immersion was compared with a group which received 20 minutes of French instruction per day. The French immersion group was found to comprehend more French than the group receiving only 20 minutes of instruction per day. The immersion group's level of French competence was described as being surprisingly high. Their communicative skills are discussed and a few points about bilingual programs are made.

293. Swain, M. French immersion programs across Canada: Research findings. Canadian Modern Language Review, 1974, 31, 117-129.

Several persons at the Ontario Institute for studies in education have recently completed a survey of bilingual education in Canada and they have discovered that French immersion programs for English-speaking students are presently in operation in a number of cities across Canada. Some differences between some of the various programs are discussed. The purpose of this article is to give an overview of the evaluation results of several immersion programs. Early and late French immersion programs lead to the development of French skills which are superior to those of students following a course of French as a second language. Early partial French immersion programs appear to have no advantages over early total French immersion programs. They do not guarantee that students will keep up with their peers in the regular English program on English skills nor with their peers in the total French immersion program on French skills. Students in an early total French immersion program quickly catch up to their English-educated peers in English reading skills if they are introduced to formal instruction in English language arts at the grade two, three or four level. The introduction of reading in the second language in early French immersion programs prior to the introduction of reading in the native language appears to foster rapid transfer of reading skills. The teaching of English reading followed by the introduction of French reading appears to have negative effects on reading in both French and English. Students in a late French immersion program who concurrently take a course in English do not fall behind in their English reading comprehension and vocabulary knowledge. Where achievement in subject areas taught in French has been examined in English, French immersion students perform as well as their English-instructed peers.

294. Swain, M., Barik, H.C., & Nwanunobi, E. Bilingual education project: Evaluation of Elgin County Board of Education partial immersion program for grades 1,2, and 3. Modern Language Center, Ontario Institute for studies in education, 1973 (Mimeo).

This paper reports the results of an evaluation carried out in May and June, 1973, by the bilingual education project of the Ontario Institute for studies in education of the partial (50%) French immersion program offered at grades 1,2, and 3 levels at Wellington Street Public School in St. Thomas, Elgin County, Ontario. The aim of the evaluation was to examine four basic questions: (1) Are the children enrolled in the partial French immersion program more proficient in French than they would be if they were receiving the normal 20-40 minutes of French per day as provided by the regular school curriculum in some parts of Ontario? How are they performing in French relative to children enrolled in a total French immersion program? (2) Does prolonged exposure to a second language results in some lost of faculty in the native language among partial immersion students? (3) Does instruction given in a language other than the home one produce any harmful effects in such skills as reading and arithmetic? (4) Hoe does instruction through a second language affect the child's cognitive development as measured through tests of mental ability?

295. Swain, M., & Wesche, M. Linguistic interaction: Case study of a bilingual child. Working Papers on Bilingualism, 1973, 1, 10-34.

The phenomenon of "linguistic interaction" in bilinguals is examined through a case study of a child growing up in a French-English home in Quebec City, Canada. Approximately 25 hours of his speech were recorded during regular play sessions over a period of nine months with two adult unilinguals, one an English speaker and the other a French speaker. From this corpus all instances of within-sentence lexical mixing as well as examples of syntactic and semantic interaction are examined.

Developmental changes in the kinds and frequencies of language mixing occurring during the nine month period (age 3.1 to 3.10) are described. The linguistic junctures at which language switches occur are discussed, and several are examined in detail to seek evidence for the "psychological reality" of grammatical constitutents.(Author Abstract)

296. Sweet, R.J. The Pilot Immersion Program at Allenby Public School, Toronto. Canadian Modern Language Review, 1974, 31, 161-168.

The purpose of this paper is to examine the implications, both administrative and educational, of establishing a French immersion program at the senior kindergarten level in the non French-speaking context of Toronto. The Toronto project is discussed in terms of its objectives (by comparison with the St-Lambert project), the factors shaping local demands and influencing board demands, and the factors determining the location of the project. Some attention is paid to the details concerning the implementation of the project, the major problems encountered in the project, and the practical and theoretical implications of the research findings on the Allenby project. Finally, the author proposes some possible solutions to some of the problems in the project.

297. Tabouret-Keller, A. A contribution to the sociological study of language maintenance and language shift. In J.A. Fishman, Advances in the Sociology of Language (Vol. II). The Hague: Mouton & Co., 1972, 365-376.

A comparison between the extent of language shift in various parts of France (in some areas, from the regional variety to Standard French, and in others, from a German variety to Standard French) indicates that similar explanatory factors are helpful in each instance. In all cases non-migrant populations reveal far less shift than do migrant populations. Furthermore, those non-migrants who not only remain in their original places of residence but also do not commute to and work in nearby larger cities reveal far less shift than do those non-migrants who are commuters. The relevance of these factors for language shift in modern West Africa and in other developing regions is pointed out. (Author Abstract)

298. Tarampi, A.S., Lambert, W.E., & Tucker, G.R. Audience sensitivity and oral skill in a second language. Philippine Journal for Language Teaching, 1968, 6, 27-33.

The purpose of this exploratory study was to examine the relationship between audience sensitivity and oral skill in English for a group of native speakers of Tagalog. On the basis of selected data, 15 first year students at the Philippine Normal College in Manila were assigned to the category "good" in oral English, and 15 students of the same leveland institution were assigned to the category "poor" in oral English. The subjects' audience sensitivity was assessed, and they were asked to read aloud two English passages in a formal situation, and the other in an informal situation. Prolongations, repetitions, hesitations, pauses, omissions, and substitutions of sounds, syllables, or words were carefully noted. Attention was also given to signs of anxiety (i.e. labored or shallow breathing, variations in pitch, etc). No relationship was found between oral skill and audience sensitivity, as tested by the phi coefficient. The Ss' reading performance in either the formal or the informal situation was not found to be dependent on their audience sensitivity. There was a relationship, however, between oral skill and performance. These results are discussed in terms of child-rearing factors.

299. Taylor, B.P. Toward a theory of language acquisition. Language Learning, 1974, 24, 23-35.

The claim that the adult, in contrast to the child, is deficient in his ability to learn a second language leads to the conclusion that adult second language acquisition is a process which is characteristically different, cognitively, from that of child first or second language acquisition. This paper challenges this claim. The differences which do exist are more quantitative than qualitative and can be discovered by a shift of attention from the cognitive domain to the affective domain and to the psychological variables of attitude, motivation, and permeability of ego-boundaries. Five central issues are dealt with: (1) the notion

of a critical period' for second language acquisition; (2) psychological learning strategies in language acquisition; (3) the influence of the native language in second language acquisition; (4) the variable of cognitive maturity; and (5) affective psychological variables. (Author Abstract)

300. Taylor, D.M., Bassili, J.N., & Aboud, F.E. Dimensions of ethnic identity: An example from Quebec. Journal of Social Psychology, 1973, 89, 185-192.

A multidimensional scaling procedure was used to explore the role cultural background, language and geographic region in the process of ethnic identity. French and English canadian high school students living in Quebec made similarity judgments among all possible combinations of these three factors and the anchor stimulus MYSELF. The results demonstrated that language and cultural background are two important dimensions of ethnic identity, but that geographic region is not as important as might be expected. Furthermore, English Canadian Ss perceived themselves as very distant from stimulus labels that were inconsistent with respect to cultural background and language, whereas French canadian Ss only reacted this way to stimulus labels involving French canadians who spoke English mainly. (Author Abstract)

301. Taylor, D.M., & Simard. L.M. The role of bilingualism in cross-cultural communication. Journal of Cross-Cultural Psychology, 1972, 3,101-108.

Assessed communicational efficiency, bilingual skills, and attitudes toward inter-ethnic communication among 48 French and English Canadian factory workers who interacted on a daily basis. Mixed ethnic pairs of subjects and same ethnic pairs performed an experimental task and then completed a questionnaire. Results demonstrate that cross-cultural communication can be as efficient as within-group communication. This efficiency seems to result from a reciprocal bilingualism where members of each group have some degree of fluency in the language of the other. The two languages were used almost equally. (Author Abstract)

302. Taylor, D.M., & Simard, L.M. Social Interaction in a Bilingual Setting. Department of Psychology, McGill University, 1975. (Mimeo)

The aim of this paper is to examine the potential for interaction between members of different ethno-linguistic groups who share the same social environment. The fact that there is often a paucity of cross-cultural interaction raises two potential hypotheses. The first is related to language competence and suggests that members of different groups are not sufficiently proficient in the other's language to allow for effective interaction. The second hypothesis refers to motivational factors and suggests that members of the different groups are capable of communicating, but choose not to. An examination of the factors related to these two hypotheses suggests that the lack of interaction between ethnolinguistic groups is more a function of motivational factors than

language capability. The importance of preserving ethnic identity, a lack of ease with social language norms and negative social attitudes seem to be particular barriers to interaction. Based on these conclusions some tentative recommendations were made for promoting cross-cultural interaction in miltilingual environments. (Author Abstract)

303. Taylor, I. How are words from two languages organized in bilinguals' memory. Canadian Journal of Psychology, 1971, 25, 228-240.

English speakers who are skilled in French were asked to give continuous word associations to equal numbers of French and English key words. The first response could be in either language. Thereafter, in one experimental condition S could switch languages at will. In the other four conditions, Ss were instructed to switch language at stated rates varying from no switches to switches after after each response. Rapid switching produced fewest associates. On the other hand, free switching resulted in as good performance as unilingual association, perhaps because Ss chose to switch at their natural word organizational boundaries. The free switching condition revealed that the probability of switching out of either language was lower than the probability of remaining in the current language, indicating stronger intra- than inter-language associative lings. (Author Abstract)

304. Taylor, L.L., Catford, J.C., Guiora, A.Z., & Lane, K.L. Psychological variables and ability to pronounce a second-language. Language and speech, 1971, 14, 146-157.

The study tested the hypothesis that the ability to speak a second language authentically or like a native speaker was related to an individual's sensitivity to cues in interpersonal situations, his empathic capacity. A test of empathy consisted of silent film clips shown at various speeds; Ss were asked to indicate each change in facial expression they observed. A test group of 28 university students took this and additional control tests including the thematic apperception test. These subjects learned basic conversations in Japanese in four one-hour sessions. Their pronunciation was rated by native speakers on general authenticity and on specific phonetic details for five spontaneous sentences and five sentences repeated after the instructor. Results indicated differences in speaking skills which were related to two clusters of variables representing independent personality characteristics: An empathy dimension defined by four variables (tolerance to anxiety, intelligence, involvement in emotional experiences, and perception of emotional expression) was related to correct pronunciation of specific details in spontaneous sentences, while an intuition dimension (tolerance to anxiety, intelligence and psychological mindedness) was significantly related to general authenticity of pronunciation of repeated sentences. (Authors Abstract)

305. Taylor, M. Speculations on bilinguism and the cognitive network. Working Papers on Bilingualism, 1975, 2, 68-124.

In the first part of the paper the idea of the cognitive network is developed. The network consists of concepts linked together by relationships which are themselves concepts. Concepts are learned according to simple rules, and the network grows as new concepts are learned. Lower level concepts are stabilized and become parts of patterns which form higher level concepts. Part II considers the growth and structure of language. The growth of language within the network follows the same rules as the growth of perceptual ability. Labels are attached to some concepts, programmes for syntactic transformations to others. Perceptual syntactic relations, such as "up" or "agent", tend to have syntactic programmes as their expression in language. The general function of syntax is to highlight concepts and to ensure that concepts in a discourse are attached to the correct links in the cognitive network structure. In Part III some problems of bilingualism are considered. The growth of two languages at once presents special problems to an infant. Instead of linking labels and syntactic programmes directly to concepts in the network, his linkages must be conditional on extraneous factors, such as the person with whom he is conversing. Accordingly, the bilingual infant should have early difficulty with language, but should eventually derive a richer concept structure than a monolingual. Second language learning is seen as a process of breaking down structure that has stabilized in order to replace it with new and more complex structures. It is suggested that linguistic relativity is real, but occurs primarily in the more abstract realms of thought, not at the perceptual levels. (Author Abstract)

306. Thananjayarajasingham, S. Bilingualism and acculturation in the Kuravar community of Ceylon. Anthropological Linguistics, 1973, 15, 276-280.

The Kuravar settlement in Akkaraipattu provides an interesting laboratory for studying bilingualism. When each language has a well-defined function and is practiced in connection with that function, there is more or less stable bilingualism, as is the case in Akkaraipattu. All the rehabilitated Kuravar in Akkaraipattu are native speakers of Telugu. Telugu is the language of intimacy and solidarity for the Kuruvar. Tamil is never the language of the home. An appreciable segment of the Kuravar population speaks Tamil as a second language. Undoubtedly Tamil is the 'dominant' language and Telugu the 'lower' one. Certain features of social structure tend to accelerate the learning of Tamil by the Kuravar. Their economic dependency of the well-developed Tamil and Moor market economy for all manufactured goods makes it necessary for them to learn Tamil. A single medium (Tamil) church and school is further motivation for learning Tamil by Kuravar. But none of the Tamils or Moors or Sinhalese of the neighborhood has felt the need to learn Telugu. Acculturation and bilingualism are here clearly interdependent.

Tamil is the lingua franca through which interaction between Kuravar and non-tribals takes place. The adoption of a foreign language like Tamil leads to the assimilation of new concepts, to the propagation of new ideas, to the canalization of emotions in directions that were hitherto absolutely strange. This periodic contact with occupational groups of an advanced and alien culture brought in new ideas in dress, food, etc. The Kuravar of Akkaraipattu are on the crossroads of culture today. (Author Abstract)

307 Timmil, L.A. Modernization and language shift: The case of Brittany. Anthropological Linguistics, 1973, 15, 281-298.

A study of culture change and language shift in a particular region in Western Europe in which these processes can be followed during 1700 years of history, i.e., the Breton language and culture vis-a-vis first Roman and later French linguistic and cultural competition in the old French province still known as Brittany. Strongly historical in character, the data for it derive mainly from a wide assortment of secondary sources pertaining to various aspects of the history of Brittany and the development of the French state. Brittany's geographic location and its political and religious background contribute to Brittany's distinctiveness. Two prolonged situations of culture contact, the first extending from the fourth to the tenth centuries AD, and the second from the tenth century to the present affected the major language and dialect division of Brittany. The position of the Breton language is traced through historical developments. Explanations for the maintenance and reduction of the use of Breton are suggested.
(Language and Language Behavior Abstracts)

308. Titone, R. Guidelines for teaching a second language in its own environment. Modern Language Journal, 1969, 53, 306-309.

Reviewed the 3 basic points of reference in foreign language instruction: (A) Historical antecedents of learning language abroad, (B) the scientific reasons for cultural-linguistic immersion, (C) natural setting language learning guidelines. History has advanced the theory that the best possible way to lean a foreign language is through a combining of experiences and formal training. Psycholinguistics has proposed that language is a system of experience based on verbal symbols, and that it is a complex sociopsychological process. It is suggested that the student experience systematic interaction with the foreign environment aided by a working, selective syllabus. The student should be made aware of contrasting and comparing linguistic and cultural patterns. Well planned life exercises would be experiences through proper use of textbooks and audiolingual processes. It is concluded that the most vital tool in foreign language learning is the teacher and advises that he be ideally both bilingual and bicultural.
(Psychological Abstracts)

309. Titone, R. Some factors underlying second-language learning. English Language Teaching, 1973, 27, 110-120.

A consideration of some aptitude and personality variables which have been found directly relevant to the study of languages. Attention to linguistic aptitude should not minimize the relevance of certain personality traits and emotional conditions in language learning. A psychologically based method of language teaching must aim at favoring and strengthening those potential factors which can bring the learner to rapid and effective mastery of a language. The analysis and hierarchical classification of psycholinguistic factors are, therefore, a subject of study of utmost importance. (Language and Language Behavior Abstracts)

310. Torrance, E.P., Gowan, J.C., Wu, J.J., & Aliotti, N.C. Creative Functioning of monolingual and bilingual children in Singapore. (Journal of Educational Psychology, 1970, 61, 72-75.

A total of 1,063 monolingual and bilingual Chinese and Malayan children in the third, fourth, and fifth grades of Singapore schools were administered Figural Form A of the Torrance Test of Creative Thinking. The test booklets were translated into the native languages of the subjects and all instructions were given in the language of instruction of the school (Chinese, Malayan, or English). Fluency, flexibility, and elaboration were scored according to the standard guides for scoring all versions of this form of the test. A guide for scoring originality was based upon data from the Singapore culture according to the same general principles as was used in developing the originality scoring guide for the United States version of the test. The overall results show that the monolinguals excel the bilinguals on fluency and flexibility ($p < .01$) but that the direction of the trend is reversed for originality and elaboration. The overall difference for elaboration is significant at about the .05 level but is not significant for originality. If corrections are made for number of responses, the trend toward the superiority of the bilinguals over the monolinguals on originality and elaboration becomes stronger. (Author Abstract)

311. Travis, L., Johnson, W., & Shover, J. The relation of bilingualism to stuttering. Journal of Speech Disorders, 1937, 2, 185-189.

A survey was conducted on 4,827 school children in East Chicago, Indiana, to determine the influence of bilingualism and other factors upon coincidence of stuttering. From data obtained it appears probable that there are significantly more stutterers among the bilinguals than among the children who speak in English; the respective percentages are 2.80 and 1.80, and the chances are about 98 in 100 that the difference is greater than zero. We cannot be certain, however, that this difference is due solely to the factor of bilingualism. It may be due to the economic insecurity and emotional instability found in many foreign homes as a result of the recent economic depression, or it may be due merely to a confusion which arises from being placed in a totally strange and new environment. A check on several factors other than bilingualism indicated that the somewhat lower average I.Q. of the bilinguals should be considered in evaluating the significance of bilingualism as such in relation to stuttering. That there is a difference between the bilinguals and English

speaking subjects may be no more significant than the fact that the difference is really quite small. It is not to be overlooked that 97.20% of the bilinguals do not stutter. (Author Summary)

312. Trevino, B.G. Bilingual Instruction in the Primary Grades. Modern Language Journal 1970, 54, 255-256.

The short article is concerned with an experimental bilingual program in which English monolinguals and Spanish monolinguals had been given the opportunity to help each other learn a second language. The effectiveness of this bilingual program was tested. The area of investigation was arithmetic. It was found that Spanish-speaking children made dranatic improvement by the end of the third year. Only one Spanish-speaking child was below the national norm in arithmetic fundamentals. This study is said to support the proposition that the solution of Spanish-speaking child's low scholastic achievement may lie in the use of Spanish in his primary grade instruction. It is also said to support the theory that a second language may be taught efficiently in the primary grades without impeding the normal progress of any child.

313. T'sou, B.K. Asymmetric bilingualism: A sociolinguistic study of Cantonese emigrants. Journal of the Chinese Language Teachers Association, 1973, 8, 134-144.

The different phases of development in bilingual individual and diglossic communities is the central theme of this discussion. A progression of linguistic developments in immigrants is discussed, and a correlation between these liguistic behaviors and certain a posteriori-facets of cultural assimilation is proposed. At the same time, an examination of group cohesion from the sociolinguistic point of view is attempted. Five distinct stages in linguistic assimilation are described: (1) Linguistic importation; (2) linguistic assimilation; (3) code switching; (4) bilingualism; and (5) residual interference. (Language and Language Abstracts)

314. Tucker, G.R. Methods of Second-Language Teaching. Canadian Modern Language REview, 1974, 31, 102-107.

In this article, four distinct (although overlapping) approaches to second-language teaching are briefly described and discussed: traditional second-language programs, early-immersion programs, second language plus content, and late-immersion programs. It is pointed out that we do not yet have enough data to make comparative "cost-benefit" analyses of the various programs.

315. Tucker, G.R., & Gedalof, H. Bilinguals as linguistic mediators. Psychonomic Science, 1970, 20, 369-370.

A variation of the standard word-association technique, together with the cloze procedure, was used to explore whether balanced bilinguals of French Candian parentage could communicate equally well with monolingual English or French speakers. The bilingual subjects clozed significantly better with the French subjects than with the English. The results suggest that distinctive French Canadian cultural values and traditions may have influenced their ability to communicate with peers. The individual who appears to be equally proficient in two or more languages may really not be an effective linguistic mediator. (Author Abstract)

316. Tucker, G.R., & Lambert, W.E. The effect on foreign language teachers of leadership training in a foreign setting. Foreign Language Annals, 1970, 4, 68-83.

This report summarizes the effects of advanced FL and leadership training on teachers' attitudes, value orientations, professional motivation, and opinions about policy in the FL field. Comparisons were made among three groups of participants, two attending EPDA institutes in France, one stressing FL leadership training, the other following the traditional advanced EPDA program, and a third group following the traditional EPDA program in the States. The results indicated that all three groups were somewhat disappointed in their institute experiences, and that they held generally similar attitudes, orientations, motivation, and views about FL policies. The differences that did occur seem to be attributable to initial differences in the makeup to the groups with regard to experience abroad, level of teaching experience, and language proficiency. Several recommendations for follow-up studies are made. (Authors abstract)

317. Tucker, G.R., Lambert, W.E., & d'Anglejan, A. Are French immersion programs suitable for working class children: a pilot study. Language Sciences, 1973, 25, 19-26.

This report presents the first evaluation of the progress of two groups of children from working class, English-speaking Canadian homes who have participated in a French immersion program during kindergarten and grade I. A group of children in the experimental program is compared with control groups conventionally educated in French or in English. The findings suggest that the children in the Experimental group have begun to master basic French language skills, and are able to acquire content material taught via French without detrimental side effects. The necessity for continuing this evaluation beyond grade I is stressed. (Author Abstract)

318. Turner, P. Why Johny doesn't want to learn a foreign language. Modern Language Journal, 1974, 58, 191-196.

Problems related to foreign language requirements and student dropouts are briefly presented with proposed solutions. Because the problems are basically attitudinal and motivational in nature, the relevant cultural factors are identified and discussed. Factors include:

(1) the negative attitude of Americans toward immigrants: (2) American attitudes for superiority in regard to people from other countries; (3) the emphasis in our society on pragmatism and financial success; and (4) the power of majority opinion operating on ethnic minority groups to cause them to conform to mass culture. The foreign language problem is the conflict in cultural values between educators and our society. The solution involves changing society's values through a massive effort backed by the full resources of the government. (Author Abstract)

319. Upshur, J.A. Four experiments on the relation between foreign language teaching and learning. Language learning, 1968, 18, 111-124.

University level students studying English as a foreign language participated in four language learning experiments which were conducted within the framework of existing EFL courses. The experiments indicated (1) that language learning is not related to amount of formal language instruction for those students concurrently enrolled in academic classes, and (2) that sequential mastery of materials is not necessary for learning in an intensive foreign language program. Even the possibility that sentences of a foreign language can be mastered in any order in which they are presented is questioned. The findings were interpreted in support of the view that the most efficient foreign language learning is informal and occurs when the learner must make communicative use of the language variety to be learned, and that the internal structure underlying a set of sentences of a foreign language is not completely learned by presentation and practice of that set of sentences. (Author Abstract)

320. Valdes, M.E. Toward a New Relevance in Language Teaching. Canadian Modern Language Review, 1974, 31, 50-54.

The idea discussed in this article is that the social and cultural context of a language can hardly be grasped through direct instruction. However, the social and cultural context of a language should be introduced along with the basic skills in order to facilitate the student's progress toward full assimilation. The second language must be exposed to the learner as a living language in a clearly accessible socio-cultural context and not only as a linguistic code, so that he can go through the step of discovery learning. What is needed is an integrated program of study where the learner studies materials from diverse disciplines from the socio-cultural area and not only the national literature. The objective of any teaching program should be to integrate the two kinds of learning situations into a progressive experience of enrichment for the learner. Some practical considerations are also discussed.

321. Valette, R.M. Some reflections on second-language learning in young children. Language Learning, 1964, 14, 91-98.

Many have claimed that a foreign language should be learned in a natural setting or a setting as similar as possible to that of the target culture. The author discusses the case study of a three-year-old American

boy who moves to Paris with his family and learns French as a second language. Examples of the change in his speech are provided and discussed. She concluded that, even for a young child, language learning is a complex and lengthy process. Furthermore, the mother tongue's phonological system may present a powerful block. The foreign child may, however, use his mother tongue in order to learn new words in the target language. It seems thus that the native child and the foreign child don't approach the target language exactly the same way. Some pedagogical implications are discussed.

322. Verdoodt, A. The differential impact of immigrant French speakers on indigenous German speakers: A case study in the light of two theories. In J.A. Fishman, Advances in the Sociology of Language (Vol. II) The Hague: Mouton & Co., 1972, 365-376.

The incidence of language shift is examined among German speakers in three different areas (Belgium, Luxembourg and Alsace-Lorraine). Schermerhorn's theories of intergroup contact and Fishman's distinctions between bilingualism and diglossia are found to be useful when jointly applied, in explaining the marked differentials in language shift observed. A minority language community is in the best position to resist language shift when it can maintain a diglossic functional differentiation between its own language (or languages) and that of the majority. This is most likely to obtain when the minority is indigenous and protected legally and economically before shift tendencies gather momentum. (Author Abstract)

323. Walker, J.L. Opinions of university students about language teaching. Foreign Language Annals, 1973, 7, 102-105.

University language students writing in the essay portion of a recent departmental opinion questionnaire, clearly indicate that they wish more speaking practice and less ritualized grammar in their language training. RAther than studying language as if it were a museum exhibit under glass, they prefer experiencing its live, practical aspects in such a way that they can gain mastery over a central core of high-frequency usage for their daily use. They also want professors who are willing to teach living language and who are enough interested in their students to use many different media in conducting this exploration of knowledge with them. The students themselves devise a list of good language-teaching ideas for the resourceful teacher. These opinions are not frivolous; they are honest attempts at communication between student and teacher and provide clues to the language-training needs of today's students. (Author Abstract)

324. Wallach, M.K. Cross-cultural education and motivational aspects of foreign language study. Foreign Language Annals, 1973, 6, 465-468.

Although the value of culture is generally recognized, it is difficult to "teach" it must be experienced. Students can be prepared for such an experience. The University of Wisconsin-Green Bay, a

three-year-old school with an interdisciplinary academic plan, has made culture part of its curriculum. Students are required to take one semester of work preparing them for the cross-cultural experience. The actual experience is offered in the next semester. One option is a one-month field trip to Europe under the supervision of an instructor familiar with the culture and language. A knowledge of the language on the part of the student is optional. The goal is a better understanding of one's own culture and an acquaintance with a foreign culture. The cross-cultural experience has been found to be a strong motivating force for language study. (Author Abstract)

325. Westphal, M.E., Leutenegger, R.R., & Wagner, D.L. Some psycho-acoustic and intellectual correlates of achievement in German language learning of junior high school students. Modern Language Journal, 1969, 53, 258-266.

Attempted to ascertain if certain factors in the Seashore Measures of Musical talents may be used to predict subjects' success in learning German using the audiolingual method. 42 seventh grade and 115 ninth grade German students in the 1965 fall semester served as subjects. Scores on the following tests were compiled: (1) Seashore Measure of Musical Talents, (2) Iowa Tests of Basic Skills, (3) Lorge-Thorndike Intelligence Test and Henmon-Nelson Test of mental ability, (4) German achievement test, (5) A-LM Unit tests, (6) Echo Response, and (7) Reading Response. Data collected for each subject were processed using IBM techniques. Results indicate a significantly high correlation between the Seashore Measures and success in German courses. Data also tend to suggest that pitch discrimination, as measured by Post-Seashore tests, is an important factor in second-language achievement. (Psychological Abstracts)

326. Wiley, D.E. A methodological review of the Pennsylvania Foreign Language Research Project. Foreign Language Annals, 1969, 3, 208-213.

An attempt is made to give a methodological review of the Pennsylvania foreign language research project. The history of evaluation and assessment is reviewed. The distinction between conclusion and decision-oriented research is made and applied to the notion of evaluation. The implications of these notions for the design of evaluation studies are specified. These implications are employed in reviewing the research project. The main criticisms of the study concern (1) lack of random assignment of units for the main comparison, (2) possible lack of validity of the analyses of covariance, and (3) use of inappropriate analyses for testing certain hypotheses. Some commendable features of the project are (1) use of more powerful statistical techniques than are ordinarily used, (2) greater effort than that usually given to improve external and internal validity, and (3) monitoring of treatments to improve inferential validity. Given that the main press of the evidence is for no detectable differences in the treatments, it is concluded that the sensitivity of the comparisons should be ascertained in order to see if this finding is due to lack of statistical power or small true differences. (Author Abstract)

327. Wilton, F. Implications of a Second-Language Program: The Coquitlam Experience. Canadian Modern Language Review, 1974, 31, 169-180.

A historical overview of the development of the second-language program in Coquitlam, British Columbia, is presented. The principal objective has been to enable children to attain as high as possible a mastery of oral and written French without endangering their ability to communicate in English or hindering their general educational progress. Secondary objectives have been to involve French-canadian culture and to interest the children in it. Some attention is paid to the basic problems encountered in program implementation, such as: Hiring suitable teachers, finding suitable materials, pupil attrition, and cost. Finally, the evaluation of the program is very briefly discussed. A few tables are presented.

328. Wittenborn, J.R., & Larsen, R.P. A factorial study of achievement in college German. Journal of Educational Psychology, 1944, 35, 39-48.

The present study illustrates the power of factor analysis as an exploratory tool. A better understanding was sought of several indices or criteria of German achievement: Course marks, reading, vocabulary, and grammar subtests of the cooperative German test. Several logical suppositions regarding the nature of these criteria were unsupported by the results of this study. The contributions of this study to an understanding of the criteria and inter-relations of some of the other variables are as follows: (1) German achievement and English training tests define a factor tentatively identified as a language factor. (2) Esperanto subtests scores of the Iowa placement foreign language aptitude examinations do not show important contributions to the language factor, but tend to cluster among themselves and to a lesser degree with certain of the English training subtests and the Otis. (3) Rote memory tests presented by sound are heavily loaded with the rote memory factor, do not contribute to the criteria, and do not tend to form an independent auditory rote memory factor. (4) Four somewhat independent indices of German achievement or criteria are significantly weighted with the language factor only. (Author Summary)

329. Wittenborn, J.R., Larsen, R.P., & Mogil, R.L. Empirical evaluation of study habits for college course in French and Spanish. Journal of Educational Psychology, 1945, 36, 449-474.

A study habits questionnaire has been administered to students enrolled in courses in French and Spanish. Two forms of the study habits questionnaire were prepared. The forms had 85 items in common. The French form had five items unique to it and the Spanish form had 17 unique items. The French form of the questionnaire was validated against grades earned in four different semester courses covering the first two years of study. In addition the French form was validated against objective examination scores and the effect of intelligence on the relationship was studied. The Spanish form was validated against grades

earned in the first two semester courses of elementary Spanish. The results of this study may be summarized as follows: (1) It is possible to demonstrate that a large and useful group of study habit items are importantly related with the criteria we have selected as indicated by the tables. (2) It has been demonstrated, when the effect of intelligence has been held constant for a group of French students, that study habit items (including those relating to content difficulty) retain their predictive significance. (3) When the predictive items are classified as to whether they call for skillful technique, knowledge of the course, or attitude toward the course, the distribution of items among each of these classes remains fairly constant through the various levels of instruction and from the study of French to the study of Spanish. (4) Evidence is presented that the sophomores are less likely to report undesirable attitudes, difficulties, or procedures than the freshmen in the study of French. (Author Summary)

330. Yalden, J. Language teaching and language learning in the universities. Canadian Modern Language Review, 1975,31, 334-339.

The author discuss the reasons why language teaching and learning are seen as important today, as well as the motives for learning a second language. She stresses the point that we should try to provide a very superior sort of training in language, one which will satisfy students having different motives for learning a second language. It is to be remembered that the universities have an important role to play in the language-transfer field: a role which encompasses the techniques used today, the opportunities to acquire active command of various registers of the target language, and the opportunities to reflect upon its structure. By improving the quality of language instruction more and better bilingual students shall be produced, whatever their particular motives for engaging in the study of other languages.

331. Yamamoto, K. Bilingualism: A brief review. Mental Hygiene, 1964, 48, 468-477.

The purpose of this article is to review some articles bearing on the relationship between bilingualism and intellectual development, and the bilinguals' emotional development. It is argued that the bilingual may show language deficiency, but the extent and the period of such deficiency seem to depend upon certain factors, such as the extent of educational opportunities, intelligence, method of instruction, etc. Such language deficiency reflects itself at the elementary school level, and becomes stabilized by the first year of college. In the majority of cases bilingualism results in retardation in school and inferior performance on the verbal tests. It is also said that "a simultaneous learning of two languages from infancy has no detrimental effect on a child's mental development, provided the following conditions are met: (1)when a consistentmethod of source and presentation of the two languages is observed; i.e. "une personne, une langue"; (2) when psychological barriers or negative affective conditions such as

inferiority or superiority of the languages involved, or national and religious animosities sometimes associated with language is absent; and (3) when the languages are learned by spontaneous, informal or play methods, and not by formal and task methods".

332. Zimmerman, I. & Steiner, V.G. The relationship between preschool language status of bilingual children and later school success. Paper presented at Western psychological association convention, Anaheim, California, 1973.

This study evaluates the early language status of Mexican-Americans, and possibly bilingual children, first examined at age five and again following pre-school experience. Later school results are compared to initial and retest status. There was a control group of Anglo-American children enrolled in year long head Start-Sate preschool programs and a contrast group enrolled in six-week summer programs gered to the development of English-language skills. The results showed that about half as many Anglo-American as Mexican-American samples were language deficient. After the year-long program, both Anglo-American and Mexican-American samples had reached average fluency on some specific English measures. The results of academic assessment in reading and mathematics available for successive years were quite comparable. Initial language skills of the contrast group, children assumed to be Spanish speaking and/or English language deficient, were assessed in both languages. The effect of the summer program was encouraging: 43% of the children had attained basic English skills within six weeks. The findings suggest that the language deficiency characterizing many poor children may be remedied by a year long program. Also, initial assessment of actual language status must be completed before assuming that children of Mexican American heritage are to command sufficient Spanish upon which to build future learning.

333. Zimmerman, I.L., Steiner, V., & Pond, R.L. Language status of preschool Mexican-American children: Is there a case against early bilingual education. Perceptual and Motor skills, 1974, 38, 227-230.

When 253 children from a predominantly Mexican-American community were examined for language competence in both English and Spanish upon entering preschool programs, a significant percentage of subjects proved markedly deficient in both languages. Further, less than 20% were fluent in Spanish only nevertheless, subjects were able to progress in English-language preschool programs. This suggests that an arbitrary placement of young children in bilingual programs without adequate prior assessment to detect actual language needs and competencies may be less productive than immediate English instruction. (Author Abstract)

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